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ABSTRACT

The career education infusion plans compiled in this document were developed by Kansas counselors, teachers, and administrators in a secondary career education workshop. The following curriculum areas are included: administration, counseling, English and foreign languages, fine arts, library and media services, industrial arts, vocational education and business, math, physical education and health, science, special and elementary education, and social science. These curriculum plans have been arranged in alphabetical order and divided into eleven sections. Within each section, three to five reports are included to provide the reader with career education objectives and student activities. For example, discussion in the administration section includes a proposed shadowing program, and several implementation plans submitted by individual schools; the counseling section contains discussion of implementing career education through the guidance and counseling program, reorganizing career education for a pilot middle school program, a job hunting lesson guide, a model career development program for students, and developing a guide for the counseling center. Student activities in the curriculum areas are arranged under the following categories: subject, topic, grade level, time required, career components (self, work, leisure, resources), activities, material resources, human resources, outcomes, and career objectives for the school staff.) (TA)

KANSAS ADMINISTRATORS AND TEACHERS
CURRICULUM PLANS FOR SECONDARY
CAREER EDUCATION INFUSION

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IMPROVEMENT AND DEVELOPMENT SECTION
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WILBUR A. RAWSON

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FOREWORD

Career Education integrates aspects from both vocational education and academic education. The purpose of Career Education is not to replace traditional subjects and it should not be regarded as a subject by itself. The four areas of self, work, leisure, and resources should be concentrated upon and integrated into classroom experiences by educational personnel.

Throughout Kansas within the last several years many Career Education programs have been developed and carried out. The need for infusing Career Education into all secondary curriculum areas prompted the carrying out of a series of statewide workshops involving a large number of administrators and teachers. These participants had an opportunity to develop and present a Career Education infusion plan for their local school and classroom.

We sincerely hope that these Career Education plans compiled in this publication will prove valuable to you as a Kansas administrator or teacher in your quest for finding better ways to bridge the gap between education and the world of work.

Wilbur A. Rawson
Kansas State Department of Education
Career Education

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INTRODUCTION

The United States Office of Education has indicated that the planning and implementation of Career Education is one of the top priorities for educational programs in the states. The evidence of this priority was further emphasized by the allocation of federal money to the states that would develop a successful demonstration program in career education. The legislature in 1975 and '76 appropriated funds for assisting local schools in developing career education material and infusion techniques on the secondary level.

On the state level, the responsibility of policy making in career education was given to the Kansas State Board of Education and implementation of the policies was delegated to the Kansas State Department of Education. The responsibilities of the State Department of Education were included in the following:

1. To advocate Career Education and make local educators more aware of Career Education;
2. To prepare a set of guidelines to assist local schools in planning, organization, and implementation;
3. To provide instructional material for different curriculum areas for the infusion of career education into the total educational process in the schools in Kansas;
4. To provide communication between the State Department and post-

secondary institutions, local schools and the community including dissemination material for career education;

5. To make career education part of every teacher's training program being developed in universities and colleges for elementary and secondary levels and, also, to make career education part of articulated programs of in-service and pre-service training projects;

6. To provide and relate information and to coordinate program planning, promotion, and resource sharing among local school systems and local school programs in relation to other states or national projects; and

7. To develop and validate reliable evaluation instruments and procedures for career education programs in the State of Kansas.

On the state level, there has been an increasing development in career education in elementary areas, but there is a need for infusion of career education into secondary school programs. Because of this need for infusion and dissemination of career education in Kansas, on October 15, 1976, the Kansas State Board of Education and the Hutchinson Community Junior College signed an agreement to promote the dissemination of career education. In this agreement, the Hutchinson Community Junior College in cooperation with the Kansas State Department of Education agreed to provide the coordination, consultative services, infusion material, supplies and related material necessary to accomplish the following goals, objectives, and procedures:

1. Providing secondary administrators, counselors, and instructors in Kansas with an increased awareness and understanding of the implementation of

Career Education in the secondary curriculum in local schools;

2. Providing selected workshop participants the opportunity to develop competencies and skills in the five areas listed above;
 3. Providing workshop participants with "hands-on" experimental learning relative to Career Education in the five areas listed above;
 4. Providing participants with the planning and implementation skills necessary to implement Career Education in their respective school districts.
- A follow-up phase by program staff will be conducted to determine the degree of program development and implementation.

The listed objectives were to be accomplished through a series of twelve structured workshops to be conducted at strategic locations throughout the state for teams of teachers representing secondary school faculties, representation not to exceed 125 different schools. The workshop sessions were conducted from January 15, 1977, through May 1, 1977, and were designed for a minimum of 16 hours of non-school time for Kansas administrators and teachers.

The workshop format was divided into three phases. Phase I consisted of pre-publicity and letters to inform the unified school districts and workshop participants of the workshop before Phase II. Phase II consisted of a two-day workshop at a designated location for dissemination of workshop information and material in lectures and demonstrations to the workshop participants. Phase III consisted of a follow-up to determine the degree of implementation.

The administrators and teachers had the opportunity to choose the area of their interests in the workshop. The curriculum areas covered were:

Administration, Counseling, English, Fine Arts, Health, Library and Media Services, Industrial Arts, Vocational Education, Home Economics, Business, Math, Physical Education, Science, Special Education, and Social Sciences.

On November 1, 1976, a questionnaire and cover letter were sent by the State Department of Education to all superintendents of schools in Kansas. After the discussion of the workshop's structure and purpose, there was a questionnaire to be completed and returned to the Kansas State Department of Education.

With the recommendation of the Kansas State Department of Education and the Hutchinson Community Junior College staff, the interview of the workshop consultants, who were leaders in career education around Kansas, began. Fifty-one persons from different areas in Kansas were interviewed. Fourteen successful career education practitioners from within the State of Kansas were chosen to assist in teaching and conducting these secondary career education workshops.

One of the objectives of this project was to locate the workshops in strategic locations throughout the State of Kansas. In order to reach the Kansas teachers and make the workshops reasonably accessible to all, to keep the workshops in population centers and where quality facilities could be located, the Kansas Community Junior Colleges and Area Vocational Technical Schools in six different locations, such as Hutchinson, Chanute, Topeka, Concordia, Dodge City, and Colby, were chosen. A 100 to 200 mile radius was ideal for the workshops.

An agreement was reached by the Fort Hays State University, the

Pittsburg State University, the Board of Regents, the Kansas State Department of Education, and the Secondary Career Education Workshop staff that the above two colleges would provide college credit for the workshop participants for the six different workshops.

On December 17, 1976, and again on January 19, 1977, a letter of information, application, and pre-workshop questionnaire were mailed to all the superintendents, principals, and counselors in charge of career education in Kansas. The return by the applicants was favorable for participation in the workshop.

At the January consultants' meeting in Topeka, the structure and the three phases of the workshop were discussed. A proposed timing and program for the workshops were presented by the director and was agreed on by the consultants to be implemented and advertised. Also, a general agreement was made to follow a syllabus for each workshop and to conduct each session accordingly. The following description, content, and timing were administrated in each workshop:

1. Career Education Concept (one-half day);
2. Review of the recent development in the area of career assessment tools and techniques (one-half day);
3. Curriculum infusion (one-half day);
4. Program implementation (one-half day).

The actual implementation of the Secondary Career Education Workshop started in mid-January to serve six geographical locations of Kansas in the following order:

Workshop #1: The session #1 started on January 15, 1977, and session #2 on February 5, 1977, at the Hutchinson Community Junior College, Hutchinson, Kansas. The total registration was counted to be 47 participants from 12 districts in southcentral Kansas.

Workshop #2: Session #1 on January 29, 1977, and session #2 on February 19, 1977, in the Neosho Community Junior College, Chanute, Kansas. The count of the total registration was 31 participants from 7 districts in southeast Kansas.

Workshop #3: Session #1 on February 26, 1977, and session #2 on March 12, 1977, in Kaw Area Vocational Technical School, Topeka, Kansas. The total registration of the workshop amounted to 91 participants from 22 districts in northeast Kansas. Seventy-three of the participants had enrolled for college credit.

Workshop #4: Session #1 on March 5, 1977, and session #2 on March 26, 1977, in Cloud County Community Junior College, Concordia, Kansas. The count of the total registration for the workshop was 46 participants representing 10 districts in northcentral Kansas. Only 41 participants enrolled for college credit.

Workshop #5: Session #1 on April 2, 1977, and session #2 on April 23, 1977, in Dodge City Community Junior College, Dodge City, Kansas. The total registration of the workshop was 56 participants representing 14 districts in southwest Kansas.

Workshop #6: Session #1 on April 16, 1977, and session #2 on April 30, 1977, in the Colby Community Junior College, Colby, Kansas. The count of the total registration for this workshop was 33 participants representing 9 districts

in northwest Kansas. Only 31 of the total participants enrolled in college credit.

The Secondary Career Education Workshop served a total of 304 participants consisting of administrators, counselors, and teachers throughout Kansas. In addition, a number of teachers attended the workshop sessions who did not complete the regular workshop applications; therefore, approximately 425 administrators and teachers actually benefited from these workshops. The 304 participants represented 74 school districts and approximately 52 counties of Kansas. Of the 304 total participants, 258 enrolled in 2 to 3 hours of college credit.

One of the goals and objectives of this project was to require the workshop participants to produce a written plan to be presented to the workshop staff. In achieving this objective, the workshop staff, in coordination with the Fort Hays State University and Pittsburg State University, developed two instruction sheets for participants to use as a guide in writing their final project. This final project or career education written plan was to be written for the participant's class or school in his or her individual curriculum area. After careful consideration of each participant's report, the workshop staff selected and edited three to five reports from each area of curriculum for publication and state-wide distribution.

The following curriculum areas of Administration, Counseling, English and Foreign Languages, Fine Arts, Library and Media Services, Industrial Arts, Vocational Education and Business, Math, Physical Education and Health, Science, Special and Elementary Education, and Social Science have been arranged in alphabetical order and divided into eleven sections. Within each section, three

to five reports were included to provide the reader with career education objectives and student activities. The purpose in providing this book is to illustrate career education classroom activities, which were written by the participants of the Secondary Career Education Workshop. The administrators and teachers whose final reports were selected for publication attended one of the Career Education Workshops. These are available to those administrators and teachers interested in initiating or expanding career education into their schools' programs.

The final reports composed and submitted by the workshop participants represent ideas and activities applicable to the individual teacher's viewpoint and particular school program.

After the evaluation of the reports was completed by instructors at Pittsburg State University and Fort Hays State University, those projects which provided a representative sample of objectives and student activities were selected by the Secondary Career Education Workshop staff to be revised, edited, and compiled in the following pages. The selection and editing of the papers were consistent with the philosophy of career education and the reports were revised for the purpose of brevity and relevance.

In this book and collected reports, references are made to specific materials, books and tools. They are purely illustrative in nature and no specific endorsement is intended.

The projects presented in this book were reviewed by nine career education consultants and professionals whose knowledge and expertise contributed to

the culmination of this project. The editor extends his gratitude to Dr. Jack Barnett, Pittsburg, Kansas; Mr. Kenneth Best, Wichita, Kansas; Mrs. Del Fambrough, Lawrence, Kansas; Mr. Pat Garzillo, Topeka, Kansas; Ms. Mary Kosier, Newton, Kansas; Mrs. Thelma McKee, Galena, Kansas; Mr. Howard Schuler, Columbus, Kansas; Mr. Theodore Wiebe, Hutchinson, Kansas; and Ms. Elizabeth Ytell, Manhattan, Kansas.

Deep appreciation is extended to Mr. Wilbur A. Rawson, Career Education Section, Kansas State Department of Education, Topeka, Kansas, for his continued support of this career education effort.

Also, the editor wishes to thank Dr. A. E. Elland, Dr. James Stringer, and Mrs. Hazel Rockhold for their cooperation during this project.

For the persons who wish to have a copy of this book, please write to Wilbur A. Rawson, Improvement and Development Section, Career Education, Kansas State Department of Education, Topeka, Kansas.

ADMINISTRATION

ADMINISTRATION

INTRODUCTION

John J. Villani of Goodland tells of plans to have district-wide implementation of a workable, career education program in his school district. He shows all aspects of the area, the residents, the board philosophy, the five components, the planning phase, the program planning, the implementation, and evaluation. Melvin Bailey of Topeka's Highland Park High School proposes a shadowing program of eleventh grade students visiting various occupations in the community to help them see whether they would decide on a particular career. Barbara Jean Medford of Topeka (Seaman) said that the community is in the planning stages of their program with the staff at the pre-commitment stage, but with her present plans, a successful program shows promise of infusing career education into the curriculum of the total high school program. Finding that fewer graduates go on to pursue an academic program in college, Larry N. Nelson of Concordia Senior High finds that curriculum must be redesigned to infuse career education by way of the media center and to establish space involving the staff, the community, and the students. Elizabeth Coughenour of Ottawa describes the third year program of SPICE (Sequential Planning in Career Education)--the city, the district philosophy, the senior high's purposes--in terms of objectives, management, and time frame.

CAREER EDUCATION PROGRAM FOR KANSAS SCHOOL
DISTRICT #352, GOODLAND, KANSAS

John J. Villani
USD #352, Goodland, Kansas

Administration
Colby Workshop

In this paper is formulated a plan for district-wide implementation of a Career Education Program for Kansas District #352, Goodland, Kansas.

Goodland is a community of approximately 6,000 residents, set in the northwest corner of the state of Kansas. Primarily an agricultural community, it also has a large business district and is the center of commercial trade for the northwest Kansas area.

The U.S.D. 352 School Board's philosophy is a broad one stating that: "The school's responsibility is to assist each student in learning skills, and obtaining knowledge which will be required of him as a useful, participating citizen in our democratic society." Members feel that each child should be educated to his fullest capacity. A list of twelve objectives is given which the Board feels will insure the development of the students' intellectual potential as well as learning skills. The integration of the Career Education concept will enhance

their present program and make it more comprehensive.

District #352 is composed of seven schools with a pupil population of approximately 1,986 and an instructional staff of approximately 143. The teacher-pupil ratio is approximately 13 students to each teacher which is comparatively low. A sound Career Education concept could be implemented into the primarily traditional teaching methods of this district within a reasonable short period of time if the Administration and the Board of Education could be made aware of the benefits of integrating this concept into the existing district philosophy.

A personal interview with one of the counselors produced some statistics pertaining to what our graduates choose to do upon completion of their high school education. The following is a breakdown of post-high school activities:

1. Work - 27%
2. Military - 2%
3. Four-year college - 27%
4. Two-year college - 18%
5. Vocational school - 20%
6. Other (married, etc.) - 6%

With the knowledge of this statistical breakdown, the implementation of a Career Education district-wide program would help each student make the best possible choice for himself as to his or her potential vocation.

One definition of Career Education is:

Career education represents the total effort of public education and the community to help all individuals become familiar with the value of a work-oriented society, to integrate those values into their personal value structure,

and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual.

With the basic goal for Career Education being "the need to restore the work ethic as a reliable and effective force in American society," the writer believes implementation of such a concept in this district would be of great value to the whole community.

The success of Career Education in this district should be based on the integration of five components. The first component is that all teachers at all levels emphasize the career implications of the substantive content they are helping students to learn. Secondly, vocational skill training is needed to provide students with specific competencies for entry into the working world. Thirdly, there are efforts that business, labor, and industry must contribute to the goals of Career Education by providing observational and work experience, as well as work-study opportunities for students and teachers. The fourth component is to have comprehensive career development programs aimed at helping students in the decision making process while protecting individual freedom of choice. Finally, an honest effort must be made to recognize and capitalize on the important ways in which the home and family structure serve as an influence on the occupational society. These five components are not independent of each other, and if success is to be achieved in Career Education programs, they must be used collectively.

The most crucial of the preceding five components is the first one, the classroom teacher. Career Education asks each teacher, with financial and

moral support, to be responsible for its success in many ways. It asks the teacher to take a mature and objective look at the concept and arrive at a professional commitment that coincides with his or her professional beliefs. They must also become aware of the career implications of the subject content they are teaching. Another area where teachers must become knowledgeable is in the area of seeking and capitalizing on the wide variety of means available for emphasizing the career implications. They must develop learning strategies that coincide with their teaching ability. The teacher must also help the students see the importance of his particular subject matter in terms of whatever tentative occupational goals the students have in mind. For students with no apparent occupational goals, the teacher should help those students see the implications of their subject matter for a wide variety of occupational fields. Of utmost importance is the teacher emphasizing career implications to motivate students to learn more about their particular subject matter while using various techniques to make this concept more appealing. It is extremely important for the individual teachers to work cooperatively with each other and those responsible for the other four previously mentioned components in order to make Career Education a successful integration into the total educational system.

With the benefits of the Career Education concept in mind, and using the "Guide for Implementing Career Education in Kansas Schools," the writer has devised a plan for district-wide Career Education implementation in USD # 352. In the first phase, the precommitment phase, the writer will discuss the Career Education concept with the Board of Education, explaining that it is more than a

program; it is a process made up of a group of concepts. The writer will present the list of Career Education concepts from the State of Kansas position paper on Career Education and show how these concepts could be integrated into the district's educational philosophy. The second step is to introduce the concept to key staff and student council members in order to make them aware of the potential impact of implementing such a program. Their involvement from the very inception of the program is essential. The final step in this phase is to obtain the Board's endorsement to initiate the general planning phase for Career Education. In order to achieve this commitment, the Board should be made aware of the potential impact Career Education can have on students' education and lives.

With the first phase of implementation successfully completed, the writer would then present the general planning phase. This concerns evaluating what is now being done in this district and what needs to be done in order to achieve successful Career Education implementation. The first area of consideration would be selecting and organizing a 15 member Steering Committee. One important factor is to include the Superintendent, one Board Member, School Counselor, Curriculum Coordinator, Special Education Teacher, Classroom Teachers, and Students. Business, labor, industrial leaders, and parents are also essential. These people must be chosen because they will make meaningful contributions to the program. After they are chosen, the writer would specify the duration of their term, describe their functions, limitations, and authority. When all responsibilities are clarified, introduction would be made to the Career Education Survey (CES) as an instrument to survey the attitudes and expectations of Career

Education for each representative group. When the results of the CES have been analyzed and the perceived needs determined, then the goal setting procedure would begin. This procedure would involve the careful selection of a "goal" team comprised of administrators, students, business and industrial people, staff, and parents to determine goals. These goals would be distributed to the groups the steering committee represents for their suggestions, deletions, and/or additions.

With the general planning phase completed, those involved would begin the actual program planning. Initially needed is the Board's approval of the goals and also the presentation of a tentative budget to continue the overall planning and implementation. The writer would specify at this time that the Career Education concept be written into the district philosophy as a matter of record and written commitment. When this is completed, the Steering Committee should select ad hoc committees, capitalizing on the resources in the business, labor, and industrial community as well as school personnel. The committee would consider all possible facets concerning each goal that will be included in the program. The first responsibility of these ad hoc committees will be to break the goals into concepts and write expected student outcomes from these goals. Then they should list all possible restrictions in resources, facilities, materials, support services, and local and state policies and regulations. Specific data required for each goal would be as follows: purpose, number and types of students served, staffing, equipment, materials, facilities, in-service training, and support from other programs. Upon completion of this phase, a complete and specific report of all

steering committee progress to this point would be compiled and presented to the Board. This report would primarily serve as an information tool for the Board.

The next phase would be one of a needs assessment. The purpose of the needs assessment will be to find the discrepancies between where the district wants to be and where it is at this point. This phase is extremely important. Without it a district cannot know where to devote time and resources to develop the total Career Education Program. In this phase an attempt is made to develop operational and instructional objectives. The operational objectives will identify specific responsibilities pertaining to providing resources and support services relative to the tasks to be accomplished. The instructional objectives will specify what the student should know or do as a result of being taught. The levels of acceptable performance for the student are also a part of instructional objectives. In organizing the process of developing these two types of objectives, the district will organize the professional staff working in this area by interdisciplinary grade level teams. This would insure continuity K-12 within a given subject area, and thus insure a totally coordinated Career Education Program. When the steering committee has identified all the characteristics of particular goals, an assessment tool would need to be developed. The tool would ask the students what they know about the outcomes concerning those goals. This district-developed instrument will tell present status and will also help evaluate future goals.

With all of the preliminaries accomplished, the actual implementation phase starts. The whole Career Education program is now turned over to the teaching staff. Performance objectives and activities and strategies for achieving

those objectives are the responsibility of the staff in this phase. A rather comprehensive in-service program for the staff is an essential first step in this phase. The in-service program(s) should include specific instructions and detailed demonstrations of what Career Education involves. Once the instruction and demonstration have been completed the infusion of the program into the total curriculum will be detailed. Suggestions to the superintendent will include a request that experts and practitioners of the career education philosophy be called in as consultants. They would be of great assistance in helping the staff understand the skills and how to use available materials during implementation at their own grade levels. Prior to these consultants' coming to the in-service program, the district would need to send them a brief outline of the planned program implementation and the available resources. This would prepare them for this school's type of implementation. Once the actual implementation has begun, it is vital to have proper support for the staff. The most important area of support is community-public relations. Career Education involves the whole school and community; therefore, information must reach the community to facilitate the effective implementation of the program. This communication allows vital feedback from students, parents, staff members, and all resource people. Other important areas of support include classroom visits by facilitators and outside consultants, a system for coordinating activities, and a clearing house system of available materials and community resources. Professional development experiences must be allowed; conferences and conventions on the state and national level, and staff meeting time must be made available for problem solving and

reporting on progress. Substitute teachers should be used to allow school time for these meetings. If care is taken to achieve a smooth implementation of the Career Education program, the confusion will be kept to a minimum, thereby allowing the initial assets of the program to out-weigh the problems.

In order to improve the future performance of the program, a process for evaluating the effectiveness of present program is necessary. This evaluation would be performed by people involved in the planning and implementation of the program. These people would be used because they would be most familiar with the goals and objectives of the program. This evaluation would take place at the end of each school year to aid in the modification and replanning of the program for the next school year. A proper evaluation instrument is needed. The steering committee should develop the instrument to be compatible with the pre-test that was given to assess the needs of the students. The analyzing of the post-test data should be done with extreme care. Improper interpretation can cause errors in program modifications. An expert on testing in the field of Career Education may need to be used to interpret the post-test data for the first few years, until the staff becomes more familiar with this process. When all the data have been evaluated, the results should be organized in a report that can be easily understood by all parties involved. Upon distribution of this report, the recipients would be informed that their comments and suggestions for the improvement of the program are encouraged. These suggestions and improvements would be explained to the Board by the superintendent or by this writer.

Finally, when the Board has approved the program for the next year, the

total program is recycled and returned to the actual implementation step for any additions or deletions in the program. As the years pass, this part of assessment will remain important; yet in time the program will be refined into its most essential components.

By constructing a workable organizational pattern for Career Education implementation in USD #352, the writer believes the concepts of Career Education will become essential to the total education of students as they mature. With the implementation of this program into the curriculum, there is confidence that graduates will be prepared to make proper choices concerning lifetime vocations. This will help them to lead more fulfilling lives because they will eliminate the dead end decisions concerning their futures.

A PROPOSED SHADOWING PROGRAM FOR
HIGHLAND PARK HIGH SCHOOL

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INTRODUCTION

Purpose

This paper describes a proposed shadowing plan (job observation) to be implemented at the junior year in Highland Park High School in Topeka, Kansas. It will serve as step two of a planned career education program at the high school. Step one consists of a career education experience developed for sophomores. These students, after a series of tests and sessions with the counselors, have the opportunity to examine a profile of their interests and aptitudes. This is followed by an in-depth study of several career opportunities. The proposed program of visitation, to be discussed in this paper, will give these same students an opportunity to receive firsthand information about those occupations.

Need

There is a need for all students to understand the forces at work in our rapidly changing society. These forces have caused decision making and planning to become an ever-increasing challenge to each student. Our present vocational education programs are failing to prepare enough students to live and to work in this changing society. Far too many graduating seniors are not only deficient in job skills for entry into the world of work but have little or no concept of the job opportunities awaiting them.

An increased emphasis on career education is necessary in order to bridge the gap between man and his work. The secondary school must not fail in providing an opportunity for all students to become productive and contributing members of our society. Educational experiences must be structured to prepare all students for economic independence and to help them develop a positive self-concept and a feeling of control over their destiny.

The Community

Highland Park High School, with an enrollment of approximately 1,400 students, serves the eastern one-third of the city of Topeka, Kansas. In 1909 a two-year high school was organized to serve the small community of Highland Park located about two miles east of Topeka. By 1917 it had become a four-year high school. In 1938 Rural High School District #10 was organized, encompassing ten elementary school districts. This school continued to serve the area through the 1958-59 school year. In August of 1959, the Highland Park area was annexed to the city of Topeka. At that time the Rural High School District was dissolved

and the school became known as Highland Park High School of Topeka.

The opening of two new junior high schools in 1961 marked the end of the four-year high school at Highland Park. Since that time, only tenth, eleventh, and twelfth grade students have been accepted. A decrease in the birth rate over the past fifteen to twenty years has brought a decrease in enrollment that will demand another change in grade configuration. The school presently receives students from four junior high schools. At the end of the 1979 school year, two of those schools will be closed and the other two will be converted to middle schools accommodating only seventh and eighth grades. Highland Park will again become a four-year high school.

In describing the community served by the school, one must actually consider four distinct communities served by the four junior high schools. The community of Oakland, near the Santa Fe shops and separated from the rest of the city by the Santa Fe tracks and the Kansas River, may be considered to be an upper-lower income community with the highest concentration of Mexican-American families in the city. A relatively small number, perhaps 5-10 percent, of the students consider a college education. Most people living in the Oakland area have a strong feeling for their community and are proud that they live there.

The second community served by the school is that known as East Topeka. This is the area containing the highest concentration of low-income black families in the city. Again, a very small percentage of the students from this area are college bound.

Adjoining East Topeka is the community of Highland Park. There is a

strong feeling of community pride in this area. A long-standing group known as the Highland Park Booster Club is extremely supportive of the high school as well as other community activities and endeavors. Approximately 15 percent of the students from this area look forward to a college education.

The fourth area served by the Eisenhower Junior High School includes a small portion of the original Highland Park Community, an area of small homes constructed quickly at the time of the 1951 flood when many low-income families from the North Topeka area were forced to find new homes and a rather large suburban type area containing homes occupied by middle and upper middle income families. The School also serves the only low income Federal Housing Project in the city. Approximately 25 percent of the students from this area go on to college. This community provides a high percentage of the student leadership at Highland Park High School.

Highland Park High School serves students with a wide variety of backgrounds. It has an obligation to provide occupational information that will meet the needs of each student.

The School Philosophy

It is the mission of Highland Park High School, in conjunction with the stated mission of the Topeka Public Schools, to ensure that each student leaving the school will be able to:

1. Function effectively in his environment, and
2. Function in employment and/or continue his planned education.

The continuing objectives of Highland Park High School are to ensure that each

student leaving the school will be able to:

1. Send and receive communication;
2. Think and act constructively;
3. Demonstrate employable skills;
4. Demonstrate a knowledge of our political and scientific world;
5. Demonstrate the skills to meet personal living needs;
6. Develop a realistic image of self and others;
7. Continue his education; and
8. Develop an aesthetic attitude of life.

Educational Program at the Highland
Park High School

Highland Park High School is a comprehensive high school with programs designed to meet the educational needs of all students enrolled. There are 186 course offerings in 15 departments including 24 courses available to juniors and seniors at the Kaw Area Vocational-Technical School. Forty credits are required for graduation with all credits earned in the ninth through twelfth grade being counted toward graduation.

The college-bound student is encouraged to enroll in four years of English, three years of social science, three years of mathematics, two years of science, and at least two years of foreign language. Talented and ambitious students are encouraged to take the Advanced Placement Program examinations. Those who score at a high level receive college credit at participating colleges and universities. The College Level Examination Program (CLEP test) is also available

for students who wish to try to earn college credit prior to attending college.

Post graduate alternatives for the non-college-bound student include Area Vocational-Technical Schools, Apprenticeship Programs, On-the-Job Training, and Military Service. The special services department provides programs for the following exceptionalities: learning disabilities, emotionally disturbed, speech impaired, learning problems, homebound and hospitalized, educationally mentally handicapped, teenage mothers, and the gifted, creative, and academically talented. A social worker and psychologist team is available to work with students and families as the need arises.

History of Graduates--Career Selections

Approximately 15 percent of the graduating seniors at Highland Park High School attend a college or university. Twenty-five to thirty percent of the non-college-bound students have received training at the Kaw Area Vocational-Technical School and are prepared to enter the vocational world of work. The remaining students have the choices listed above. The school has not maintained a record of the career selections of its graduates.

How the Career Education Components Fit In

The proposed program of student visitation (shadowing) gets its stimulus and justification from the four components of career education. Youth have found themselves in the position of having access to more and more information and knowledge, but the ability to understand the occupational world and their relation to it is often diffuse and distorted.

The shadowing experience proposes to (1) help the student increase his knowledge of himself in relation to various occupations, (2) help him develop a positive image as he begins to realize how he will be able to fit into a particular job situation, and (3) help him to develop more effective decision-making skills. Learning how he may become a part of the work world through firsthand observation and experience will provide a framework for the student to see himself in an activity that is satisfying to him and will give him the feeling that he is fulfilling a need within our society. Through this experience, the student will learn of leisure time activities related to the various occupations. He will learn to realize that in order to make effective career decisions, he must apply his own attitudes and values concerning the use of leisure time and that he must continue to evaluate himself in relation to personal goals regarding the use of leisure time. The student will learn to utilize those resources most appropriate to his career choice. He will become aware that there are many external sources available and that those resources will provide the stimulus to put his career aspirations into perspective.

Importance of Career Education

Community. Joseph L. Wood (1977) states that community resources are an integral part of any career education program. Much has been written suggesting that there are many ways in which community resources can be used in the education process, and that meaningful learning is involved in direct experiences. Involvement in learning experiences in the community tends to instill within the

student a positive attitude toward the community. It gives the student a sense of commitment, a desire to serve the community and become involved in many aspects of community development. Margaret Meade (1971) wrote that this kind of involvement helps young people develop a sense of belonging to their community.

Active involvement of the business community in the education process can have a positive effect upon school-community understanding. When a business or professional person serves as a resource person in the classroom, employs a student in a work-study program, or gives a student an opportunity to spend time in a shadowing experience, there is the feeling that business is definitely contributing to and assisting in the education of youth. The net result is not only a worthwhile learning experience for students but also a better understanding by members of the business community of the problems facing the schools as they attempt to educate students to take their place in and to make a worthwhile contribution to their community.

Staff. The development of a career education program in any school must have the cooperation of all staff members. They must be committed to the concept that helping students find their place in society is the most important aspect of their job. Classroom teachers must seek every opportunity to see that students learn about job opportunities and careers that are related to the specific courses they are teaching. Counselors must use their expertise in helping students know of their aptitudes and capabilities and see that they are guided in the right direction to make full use of those capabilities. Administrators must assume

the responsibility for seeing that adequate materials are provided in a career information center and to make use of all community resources for providing firsthand information about possible careers and job opportunities.

Students. All types of decisions made by young people influence their career development since these decisions reflect interests, needs, and values. Individuals will modify decisions with time and maturity, but the early decisions continue to influence the development pattern. It is important, therefore, to help the student learn the process of making wise decisions. Decision-making is a behavior and can be improved by education and positive experience.

The high school has an obligation to provide that positive experience. Far too much time is presently being spent in talking about careers, while actually more time should be devoted to learning how to work and how to get along in the business and professional world. Margaret Meade (1971) believes that students must be dismissed from schools to have those experiences and that there are many opportunities outside the school for education.

Opportunities as well as supply and demand change so rapidly that we should be asking young people what kinds of employment they want, not what one job they want to do. They must be encouraged to consider jobs with commonalities or a field with several similar job opportunities. They must also be given an opportunity to research these job possibilities to learn all they can about them. But most importantly, they must be given an opportunity personally to investigate those jobs.

Shadowing, another word for job observation, is a procedure for giving students that opportunity for investigation, a procedure for gaining firsthand information about certain jobs by spending time with someone who works at that job. The student can observe the person at work; ask questions and feel, see, and hear the work surroundings.

OBJECTIVES AND PRODUCT OUTCOMES

The objective of a shadowing or job observation program is to give students an opportunity to spend time with persons on the job so that they might:

1. Learn about the nature of the work;
2. Learn about the working conditions;
3. Learn of the places of employment;
4. Learn about the wages and fringe benefits;
5. Learn about the education or training requirements;
6. Learn about the special tools or equipment needed;
7. Learn about the opportunities for advancement;
8. Learn about the personal qualifications for the job.

As an outcome of this experience the student should be able to:

1. Determine the advantages and disadvantages of several job situations;
2. Make a career choice and formulate plans for preparing himself for that career.

IMPLEMENTATION PLAN

Career education is not another name for vocational education or for academic education. Neither can it be an isolated activity. It is a developmental and educational process which infuses the entire school system and curriculum. It involves all learners, all levels of education, all educators, and all citizens.

ACTION PLAN

Phase I: Precommitment

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Authorize the establishment of a District Career Education Center	1. Board of Education	1. May, 1976
2. Establish goals for the Career Education Center	2. Board of Education	2. May, 1976

Phase II: General Planning

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Formulation of parent-student-staff school improvement committee	1. Principal	1. January 1, 1977
2. Organizational meeting; elect officers; identify areas of concern	2. Principal	2. February 1, 1977

Phase III: Program Planning

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Establish an ad hoc task force from the committee membership for each area of concern	1. Chairman	1. February 11, 1977

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
2. Determine present status of career education program	2. Ad hoc task force	2. February 18, 1977
3. Determine desired status of career education program	3. Ad hoc task force	3. February 18, 1977
4. Identify strategy for reaching desired status	4. Ad hoc task force	4. March 31, 1977
5. Identify expected student outcomes	5. Ad hoc task force	5. April 15, 1977
6. Identify all constraints	6. Ad hoc task force	6. April 15, 1977
7. Give report to school improvement committee	7. Ad hoc task force	7. April 18, 1977
8. Final meeting of school improvement committee	8. Chairman	8. April 18, 1977
9. Submit committee report to principal	9. Chairman	9. May 1, 1977
10. Establish career education committee composed of parents, students, teachers, counselors, and administrator (C.E.C.)	10. Principal	10. June 1, 1977

Phase IV: Assessment

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Write operational and instructional objectives	1. C.E.C.	1. August 1, 1977
2. Develop procedure for preparing a list of business and professional career opportunities to be observed	2. C.E.C.	2. August 1, 1977

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
3. Develop procedure for determining student needs and desires	3. C.E.C.	3. August 1, 1977
4. Develop procedure for selecting students to participate	4. C.E.C.	4. August 1, 1977
5. Develop procedure for providing transportation for students	5. C.E.C.	5. August 1, 1977
6. Develop guidelines for student participation	6. C.E.C.	6. August 1, 1977
7. Publicize proposed program	7. Principal	7. August 15, 1977

Phase V: Pilot Program

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Develop in-service for faculty	1. Principal	1. September 1, 1977
2. Select faculty members willing to participate in pilot program	2. Principal	2. September 15, 1977
3. Initiate pilot program	3. Selected teachers	3. October 1, 1977
4. Determine evaluation procedure	4. C.E.C.	4. November 15, 1977
5. Evaluate pilot program and make needed changes	5. C.E.C.	5. December 1, 1977

Phase VI: Implementation

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Review in-service program	1. Principal	1. January 1, 1978
2. Report results of pilot program to faculty	2. Principal	2. January 15, 1978

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
3. Implement full-scale program with all faculty members	3. Principal	3. February 1, 1978
4. Publicize program	4. Principal	4. February 1, 1978

Phase VII: Evaluation

<u>TASK</u>	<u>PERSON RESPONSIBLE</u>	<u>COMPLETION DATE</u>
1. Re-activate review committee	1. Principal	1. April 15, 1978
2. Determine procedure for evaluation of full program	2. C.E.C.	2. May 1, 1978
3. Conduct evaluation	3. C.E.C.	3. May 15, 1978
4. Present evaluation report	4. C.E.C.	4. May 30, 1978
5. Modify program	5. C.E.C.	5. August 15, 1978
6. Re-cycle program	6. Principal	6. September 1, 1978

SUMMARY

Workers are the most valid source of information about any job situation. Career education centers are full of pamphlets, books and audio-visual materials that provide an abundance of information about every known job opportunity. These materials are important and provide a valuable source of information, but in the final analysis, the most lasting impressions are those that come from participation in firsthand experiences, experiences that will help students make wise career decisions, decisions that will result in their achieving financial independence and making a worthwhile contribution to our society.

END NOTES

Meade, Margaret. "Are Any School Administrators Listening?" Nation's Schools, June 1971, p. 42.

Wood, Joseph L. "Using Community Resources in Action-Learning Programs," NASSP Bulletin, March 1977, p. 87.

A STUDY OF CAREER EDUCATION IMPLEMENTATION

PLAN FOR SEAMAN HIGH SCHOOL

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Topeka Workshop

CAREER EDUCATION PLAN FOR SEAMAN HIGH SCHOOL

INTRODUCTION

Description of the Seaman Community

The Seaman district is a suburban area north of Topeka. The district comprises 192 square miles and has a population of approximately 11,000 people. More than 90 percent of the population is Caucasian, and minority groups of Negro, Indian, and Mexican American compose less than 10 percent of the population.

Occupational data for all residents show the following major listings:
20.5 percent in clerical occupations (45 percent of the women in the work force);

16.4 percent as operators of trucks, buses, and machines; and 15.7 percent as craftsmen and foremen; 37 percent of the women of the district do not work outside the home.

Educational data reveal that about 80 percent of both residents and parents have graduated from high school and approximately 12 percent of these have completed four years of college. The mean number of school years completed for all residents is 12.3 years.

The school district can generally be regarded as suburban in nature, while the average socioeconomic level of its residents is lower middle class as determined by their occupations and/or income.

Within the larger Topeka area, community resources are numerous and varied and include such organizations and institutions as: State offices, Menningers, Public Library, State Historical Museum, Washburn University, Washburn Law School, Kansas Neurological Institute, State Hospital, DuPont, Goodyear, and many other large industries and businesses.

The educational aspirations of the graduating class of 1976 were that approximately 52 percent planned to continue their education either in a vocational-technical school or a two- or four-year college or university; 36 percent planned to enter full-time employment immediately following graduation; approximately 12 percent were undecided.

Follow-up studies indicate that 33 percent are in four-year colleges, 5 percent in two-year colleges; 9 percent in business-technical school, 44 percent are employed full-time; 3 percent are in the military; and 5 percent are unemployed.

School District Philosophy

Two major purposes of education in America are: (1) to transmit the culture of our democratic society to the young, culture being understood to consist of the accumulated knowledge, values, wisdom, attitudes, understandings, and skills needed to perpetuate and to improve civilized life; and (2) to provide for the individual development of the young toward competence in all aspects of responsible social living in a democracy.

In striving toward the achievement of these two major purposes, the schools in America have two fundamental responsibilities: (1) to promote the development of each child toward the fulfillment of his own individual potential; and (2) to promote the development of each child toward responsible, participating membership in a democratic society.

In accepting these responsibilities, Unified District #345, as a functional school system, should provide a curriculum which:

1. Provides the intellectual development of the individual child, teaching him to think rationally, to be able to make wise choices and decisions.
2. Encourages the moral and ethical development of the child in a school environment where moral and ethical principles are taught as guides to conduct.
3. Helps each child to pursue satisfying emotional and physical health, by providing opportunities for all students to participate, to achieve, to belong, and to receive recognition.
4. Provides each child, according to his capabilities and needs for his future life, through the teaching of basic skills and through the offering of those subjects necessary for the optimum effectiveness of the child.
5. Provides citizenship education for each child through instruction encompassing our national heritage and the values inherent in a democratic

system of government and way of life through participation in democratic procedures in the classroom and in extra-curricular organizations, and through the example of each individual faculty member. An awareness of and concern with current affairs and issues should develop from such participation and instruction.

6. Prepares each child to assume his place in society as a wise consumer of goods and services equipped with a general understanding of American business practices and acquaints the student with the basic principles of our free-enterprise economic system.

7. Provides experiences for each child to develop an appreciation for, and an understanding of the aesthetic in our culture, of the immediate and far-reaching results of the fullness of living, and the needs and rewards of the worthwhile use of leisure time.

8. Provides the opportunity to develop attitudes necessary for present and future cooperative living.

9. Encourages each child to achieve his creative potential by teaching him to value his creativity and individuality, by teaching him the skills and tools with which to create, and by fostering in him personal integrity and social responsibility.

Purposes and Objectives of Seaman High School

The staff believes in the mutual undeniable privilege of the student and of society to promote responsibility and accountability for achieving educational goals through the highest quality education and the most adequate facilities the community can provide. To accomplish this purpose, Seaman High School attempts the following:

1. To preserve a climate which encourages the student to respect the educational process and to provide the best opportunities for the maximum academic and intellectual development of each student.

2. To help each student define and pursue his or her goals in life by offering a broad and flexible curriculum which recognizes differences in talent and interest.

3. To encourage an appreciation for the dignity of work and pride in accomplishment of any job well done.
4. To develop a respect for the worth of every person.
5. To instill in each student an appreciation for our democratic heritage, recognizing the rights and responsibilities of all American citizens by relating past events to today's world.
6. To prepare students to become responsible consumers and to assume active roles in our free-enterprise economic system.
7. To encourage students to discriminate between fact and opinion.
8. To urge students to discover and examine values.
9. To contribute to students' social, physical, and aesthetic development through curricular, extra-curricular, and enrichment programs.
10. To evaluate and revise periodically the total school program to meet the changing needs of the student, the community, and society.

Present Educational Program at Seaman
High School

This writer would like to list a few of the programs as they now exist in USD #345 as they relate to career education and district purposes.

1. In Art, it is definitely felt that by curriculum infusion techniques, students are helped to learn how to use their leisure time in an enjoyable manner. Students are allowed to observe skilled craftsmen who are experts at ceramics and to take field trips to the Nelson Art Gallery at Kansas City.
2. The Business Department is always considered career-oriented, but there are some particularly unique thrusts. Seaman has the only student-operated bank in the nation. Thousands of dollars are handled in the bank monthly. Office simulation classes are operating; and although the business department is not

certified as vocational, a high percentage of successful employment from our business students does exist. Speakers are often in the business department from state offices, Bell Telephone, lawyers, etc. Advanced business students also take dictation from administrators and actually prepare many business letters.

3. The home economics program is vocational and Home Economics Related Occupations (HERO) are offered as well.

4. Industrial arts provides for both life careers and leisure.

5. The language arts department is continually teaching in areas that will help both in leisure and in work.

6. The math teachers feel they are meeting a real need of many of our students by offering a course in trade math. Obviously, all math courses are career-oriented.

7. The music department aids greatly in the area of occupation of leisure. They also work cooperatively with drama and debate departments by utilizing resource people in the community.

8. Physical education is perhaps one of the most innovative areas at Seaman High School in the area of occupation of leisure time. The endeavor is to teach sports and activities that can be utilized throughout the adult life rather than just doing exercises and playing softball.

9. Social studies teachers have courses in current events, simulation, career opportunities, and other courses to prepare students for life.

10. Vocational agriculture, by nature, is career-oriented and many

students use their training from these classes in their life work.

11. Student activities also teach leadership and responsibility.

In general, what has been stated indicates that Seaman High School believes in career education, but the staff has been doing various activities in a rather haphazard fashion. There is a need for developing a definite program to infuse career education into our total curriculum.

Purpose

This project endeavors to develop a Career Education plan that can be used now and in the future by Seaman High School. Since many Seaman students go directly into the working world immediately after high school graduation, a great deal of obligation is felt toward them; however, even for the students who go to a four-year university, career education is very important.

Guidelines

The guidelines that we propose to use at Seaman High School are the same as those established by the State Department of Education. We feel committed to develop the following:

1. Human Potential (Self)
2. Life Career Development (Work)
3. Curriculum Infusion Techniques (Leisure)
4. Utilization of Community Resources (Resources).

The above are the basic components of the Kansas Plan.

GOALS AND OBJECTIVES OF CAREER EDUCATION PLAN

1. To attempt to encourage interest in including more career education in existing programs at Seaman High School.
2. To discover and use to a greater extent the community resources that are available to Seaman High School and the Topeka area.
3. To make the staff aware of recent studies in the area of career education, to utilize knowledge gained by Seaman teachers who recently attended a Career Education Workshop directed by Dr. R. Borhani.
4. To find realistic methods that can actually be implemented by our staff to help meet career needs for our high school students.
5. To seek ways to make our staff want to get involved in career education.

ANTICIPATED PRODUCT OUTCOMES

1. Departmental materials: Curriculum materials will be written for each curriculum area of the high school. The method used can be patterned somewhat from the materials developed by Lawrence High School; however, we would expect that they would be designed in such a way that they will be most helpful to Seaman High School.
2. Guidelines: In order to utilize materials that are prepared, guidelines will be set up for the use of all materials.
3. Reporting: Since this project will have to be approved by the Board of Education and central office personnel, the faculty would expect a report to them

concerning the effectiveness of these materials. A method should be devised for reporting to the students and community, also.

PRELIMINARY IMPLEMENTATION PLAN

It must be realized that at Seaman High School the staff is not ready to implement a full career education plan. Desirous of seeing the project begin at grade levels below the high school, and since we have employed a career education consultant to work with the district, it is inevitable that much of the impetus for career education should come through that office.

The staff is still at the pre-commitment stage. The Board of Education must be aware of the needs of the career education proposals and be committed to them before any effective work can be carried out. The steps suggested, with the help of our career education consultant are:

1. Discuss concepts of career education with the Board of Education.
 - a. Make the board aware that career education and vocational education are not the same thing; to point out to them that career education is a unifying concept in all areas and that although vocational education is a part of it, it is not career education.
 - b. Try to eliminate the feeling that academic and vocational education are separate.
 - c. Try to make all students who have entered the Seaman School District aware of career opportunities, and to aid them as much as possible in obtaining skills necessary for these careers.

d. Increase the relevance of education. (This is a continual question in many academic areas. Students need to know how their present classroom work is relevant to careers and career opportunities.) All subject matter should be relevant to the needs of the student.

e. Try to develop positive attitudes toward all occupations. The day has passed when recommendations are made that all "bright" students go to formal college training. Many good, rewarding, and, in fact, high paying positions are found in careers that require training other than college degree programs.

2. Challenge the faculty to accept the concept of career education. The writer believes that at least two-thirds of the staff must be committed to the project before the implementation phase is activated.

3. Challenge the students to accept and realize that although career education is to become integrated into the program, this does not mean that academic excellence will be lowered; it will, in fact, be enhanced.

4. Obtain a written commitment from the Board of Education. This should be asked for by the career education consultant, building level administrators, and central office personnel. If students, staff, and administrators are enthusiastic about the project, board approval should be attainable.

5. Select a steering committee. The Kansas Plan indicates that the steering committee should be of a workable size and should include representatives from all interested groups in the school community. Recommendation is that the chairman of this committee be the Career Education Director and that at

least one member be chosen from the following groups: elementary, junior high, and high school staff (if approval is obtained for high school staff, this would, of course, eliminate elementary and junior high personnel), parents, students, business, industrial, and labor representatives, local building administrators, the superintendent or a representative from his office, and a representative or perhaps two from the Board of Education.

- a. Members of this committee should want to serve.
 - b. Members should be capable and respected in their area of service.
 - c. Members should be made aware in advance of the amount of time that they will have to spend on this project.
 - d. Members should be aware that their authority will be only in the area of recommendation and that decision-making will come from the administration and the full Board of Education not from this committee.
 - e. The steering committee should immediately set goals and time limits.
 - f. The committee should not keep their work secret but should communicate with colleagues, parents, students, etc.
6. Develop in-service for all staff.
- a. The staff must understand why we want to implement career education into the total curriculum.
 - b. The administration and steering committee should endeavor to provide adequate instructional materials and knowledgeable consultants.

c. The staff should be made aware of the availability of community resources.

d. The Seaman career education consultant should be given adequate time, probably including an extended contract, to work out complications that may occur.

7. Help teachers realize that in many areas we have already infused career education in our curriculum. These were pointed out in Section I which described the present program at Seaman High School.

8. Plan a pilot program with the teachers who are really interested. Perhaps some released time for planning or at least some compensation for after school and Saturday work could be provided.

9. Insist that the Career Education Director be constantly aware of the progress of the pilot program and that a feedback system should be established. At the end of the pilot program trial period, a report should be put together to present to the total staff. Problems that have been encountered must be listed or the whole project will be less than effective.

Although many teachers may already be using techniques that apply to career education, they still may equate the terminology with vocational education and think that the Seaman District is desirous of watering down the total "college bound" program. This writer believes that public relations with the staff will be critically important. It is hoped that some influential members of our staff will give the program their complete support. Without this, plans made on paper will never be implemented in the classroom.

ACTUAL IMPLEMENTATION PLAN

This is a program that cannot be carried out by the administrative staff alone, and administrators should be aware that adequate support is available to the teaching staff. Some items as listed in the Kansas Plan and others that would seem essential are:

1. Provide for classroom visits by the Career Education Director.

Arrange to provide outside consultants. Schools near the Topeka area that have tried the infusion of career education into their curriculum should be contacted concerning their availability for assistance. Examples of some of the consultants that we would want to hear from would be those from Topeka, Lawrence, and Ottawa.

2. Coordinate activities and field trips. These things sound so simple, but when high school students are constantly being taken from other classes for field trips and activities, personnel problems develop. Guidelines must be developed for this.

3. Use the office as a clearing house for updating listings of available materials and community resources.

4. Provide clerical personnel in order to enable the Career Education Director to publish an internal newsletter for sharing ideas, new developments, activities and problems.

5. Provide money and released time for the appropriate personnel to attend workshops, conventions, etc., that are concerned with career education. Evidence that there is some concern in the Seaman District about career education

was shown when six members of the high school staff spent two Saturdays without compensation in order to learn more about the state program.

6. Enable the Career Education Director to speak at staff meetings and report on progress. She should also be there to answer questions about problems that may be happening in various areas.

7. Concentrate much time working with public relations in the community concerning infusion of career education into the curriculum. In the district, public relations projects could be carried out by information in a monthly school newsletter, the student newspaper, local newspaper, regularly scheduled parent luncheons, WIBW and KTSB local TV stations and the local radio stations. Quite frankly, the most effective public relations campaign will be from person to person. If the teachers like it, the students like it, and the administrators like it, the community will soon know that we have a good thing going.

SUMMARY

This document is only a beginning. The Seaman community is open to career education. The district and school philosophy indicate that the staff believes in providing for individual differences and for helping each student to develop his potential to the fullest, to help him discover, and to prepare for his life career. We pay lip service to believing in helping people learn how to use their leisure time and to utilize all of the resources that we have available. We are trying to make a beginning, to present our plans to the Board of Education, to develop an interested steering committee, and to infuse career education into the total high school program.

A CAREER EDUCATION IMPLEMENTATION PLAN FOR
CONCORDIA JUNIOR-SENIOR HIGH SCHOOL

Larry M. Nelson
USD #333

Administration
Concordia Workshop

Purpose of Project:

To develop and to implement a Career Education Center for Concordia Junior-Senior High School.

Goals and Objectives:

1. To encourage and to aid in the infusion of career education materials in all curriculum areas in Concordia Junior-Senior High School.
2. To encourage and to assist the classroom teacher in the infusion of career education materials in the curriculum.
3. To increase faculty awareness and input into the career education field by assisting the faculty members with consulting faculty advisors.
4. To develop a Career Education Center in the Media Center at Concordia Junior-Senior High School.
5. To encourage the classroom teacher to utilize more career

education materials in his/her classroom instruction, by aiding the teacher in the development of career education units.

Present Career Education Plan:

The Concordia Junior-Senior High School has been active in infusing career education materials in most of the curriculum areas over the past several years. Each teacher has worked through individual department heads and the media specialist in ordering reading and visual materials. This has enhanced each student's career awareness, exploration, and preparation for the world of work and also for making more relevant career decisions. Teachers have been encouraged to invite career resource speakers to their classrooms. They have also been encouraged to take tours whenever possible.

There has been a Career Day established every other year at the junior-senior high school. Students are given the opportunity to suggest what careers they would like to learn more about. Resource speakers are brought into the school and each student attends three Career Seminars of their choice.

The guidance counselors also visit classrooms to assist the teachers in developing career awareness, exploration, and preparation for making career decisions.

The staff at Concordia Junior-Senior High School is involved every other year in a Business Education Day. Each staff member spends several hours visiting a place of business or industry that assists them in understanding the free market and productivity system in our community, state, and nation.

Philosophy:

Today's teachers and students recognize the importance of preparing students for an awareness, exploration, and preparation in our rapidly changing society. Planned career education can be a very important part of diverting and assisting students in this overall preparation.

Concordia Junior-Senior High School has a smaller percentage of students attending college (approximately 50 percent) than it did ten years ago. Many of the students that choose not to further their education are now entering the job market. Thus it has become the task of educators to redesign the curriculum so that students have more direct contact with work and the adult world. However, career education should not be merely job-getting.

It is hoped that by relating the subject content to the life and living of the student, the staff can motivate the student to learn. Their subjects have been directly related to purposes which students perceive as being important to their own future lives. We would hope that the results would be productive for whatever path the student chooses to pursue after leaving high school or going on to further education.

Organizational Structure of the Project:

The Media Center specialist and the guidance staff will be in charge of coordinating the overall efforts in establishing a Career Education Center in the Concordia Junior-Senior High School Media Center. The high school principal and the junior high school principal will assist the above mentioned people

in the development of this center. The department chairpersons will also serve as valuable resource persons in ordering and consolidating of materials.

The actual development of the project will begin with the creation of physical space in the present Media Center to establish a Career Education Center. The media specialist and career guidance counselor will inventory and consolidate the materials now on hand. These materials will be consolidated and catalogued to assist the teacher and student in the understanding of the total career education concept.

After the present materials are consolidated into one physical space, the media specialist and career guidance counselor will meet with the building administrators and department chairpersons to develop a program that will be of maximum benefit to students and teachers.

Some initial responsibilities will be:

1. To have the media specialist and career guidance counselor coordinate and catalogue the present career materials now on hand.
2. To have the media specialist meet with the department chairpersons in getting materials ordered for each curriculum area that is deficient on materials.
3. To have the media specialist and career guidance counselor develop a video-tape on the overall importance of career awareness. This will be used to show groups of students; that visit the Career Education Center, the overall importance of career awareness and career preparation.
4. To have the media specialist and career guidance counselor hold an in-service workshop for the teachers that will assist and aid them in the use of

the career materials.

5. To develop and to purchase film loops that can be used by individual students in the further exploration of career choices and alternatives.

6. To train students in the use of the Career Education Center. The media specialist and career guidance counselor will work with the language arts classes, with concentration on grade levels 7-10, on the overall usage of the Career Education Center.

Procedures for Implementing the Program:

1. Board of Education: The building principal will present the proposal to the Board of Education at a regular monthly meeting, after the presentation of the overall plan to the Superintendent of Schools. The plan should be accepted by the Board of Education since minimal cost would be involved. The inference here is that the board would not accept the plan if the costs were more prohibitive. On the other hand, career education should not be implemented without adequate financial support.

2. Staff Involvement: The plan will enable the teachers to work through their department chairperson in the ordering of new materials that might be needed in their curriculum area. The media specialist and career guidance counselor will hold an in-service workshop with all of the teachers in the instruction and usage of the Career Education Center.

3. Community Involvement: It is hoped to continue bringing in resource speakers to supplement the proposed program. It is also anticipated that the community will become involved in helping get materials that will supplement efforts

in the development of a Career Center.

4. Students: The students will be the primary beneficiaries of the Career Education Center. The Center will be open to their usage on a group basis, as well as on an individual basis. A student committee will assist with the selection of career materials. This committee will be appointed by the Student Council.

Evaluation:

It would seem that the staff should be quite successful in evaluating the overall goals and objectives of the project. After the creation and organization of the Career Education Center, an in-service workshop will be held to assist and to aid the teachers in the usage and understanding of the Center. The media specialist will aid the classroom teacher in the development of individual career education units. The guidance counselor will be available in assisting and aiding the teacher on each career education unit. The usage of the Center by large groups will be scheduled through the media specialist. There will be a complete accountability system on the amount of group usage and individual usage through Media Center records.

The degree to which it will aid the students in the area of career awareness, exploration, and preparation will be more difficult to measure. Follow-up surveys will be made to find if students perceive the Career Education Center as of value to their understanding career awareness, exploration, and preparation. Guidance counselors will be alert to student usage of the Center and classroom teachers should be in the position to evaluate student career awareness.

SEQUENTIAL PLANNING FOR INSTRUCTION
OF CAREER EDUCATION

Elizabeth J. Coughenour
USD #290, Ottawa

Administration
Concordia Workshop

INTRODUCTION

Description of Ottawa, Kansas

Ottawa is the county seat of Franklin County, located in the east central part of Kansas on the Marais des Cygnes River. It is served by two railroads. Highways serving the area are U.S. 59, U.S. 50, K-68, and I-35. Ottawa is 51 miles from Topeka, the Kansas capital, and 56 miles from Kansas City, Missouri.

The population of Franklin County is 20,796. The estimated population of USD #290 is 12,500. This includes 10,503 persons living in the city of Ottawa (83 percent) and 3,000 (16 percent) living in rural areas.

The community is the site of Ottawa University. Nearby institutions of higher education include Baker University and the University of Kansas. Johnson County Junior College, Flint Hills Vocational-Technical School, and Emporia State University also serve the general area.

Ottawa has many small industries, attracting the bulk of the 6,625 persons employed in Franklin County. Steel products, plastic products, clothing manufacture, wood milling, mobile home production, electronics equipment, and dairy products are some examples of industries located there. Approximately 225 persons are unemployed.

Franklin County is one of the leading dairy and soybean producing counties in Kansas. Agriculture is an 18-20 million dollar industry in the county with livestock production amounting to \$11,300,000, while crop production averages \$8,300,000 annually.

School District Philosophy

USD #290 philosophy is embodied in the Phi Delta Kappa goals and objectives. The overriding concern, however, is to provide an opportunity for all students of the school district to acquire at their appropriate learning levels the basic skills and knowledge needed for a successful life in a rapidly changing society.

GENERAL AREA I - PURPOSES AND OBJECTIVES

Ottawa Senior High School endeavors to provide an opportunity for all high school age youth of the school district to acquire basic skills and knowledge needed for a rapidly changing society whether they enter higher education, vocational school, or the job market. The high school should provide a climate that will encourage imagination and creativity within the entire school community.

Purposes include:

1. Develop skills in reading, writing, speaking and listening.
 - a. Develop ability to communicate ideas and feelings effectively.
 - b. Develop skills in oral and written English.
2. Gain a general education.
 - a. Develop basic skills in the use of numbers, natural sciences, mathematics and social sciences.
 - b. Develop a fund of information and concepts.
3. Develop a desire for learning now and in the future.
 - a. Develop intellectual curiosity and eagerness for lifelong learning.
 - b. Develop a positive attitude toward learning.
4. Learn to respect and get along with people with whom we work and live.
 - a. Develop appreciation and respect for the worth and dignity of individuals.
 - b. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
 - c. Develop a cooperative attitude toward living and working with others.
 - d. Develop awareness of the interdependence of races, creeds, nations and cultures.
5. Learn how to be a good citizen.
 - a. Develop an awareness of civic rights and responsibilities.
 - b. Develop attitudes for productive citizenship in a democracy.
 - c. Develop an attitude of respect for personal and public property.
 - d. Develop an understanding of the obligations and responsibilities of citizenship.
6. Learn how to examine and use information.
 - a. Develop ability to examine constructively and creatively.
 - b. Develop ability to use scientific methods.
 - c. Develop reasoning abilities.
 - d. Develop skills to think and proceed logically.
7. Gain information needed to make job selections.
 - a. Promote self-understanding and self-direction in relation to student's occupational interests.
 - b. Develop the ability to use information and counseling services related to the selection of a job.
 - c. Develop a knowledge of specific information about a particular vocation.
8. Understand and practice democratic ideas and ideals.
 - a. Develop loyalty to American democratic ideals.
 - b. Develop knowledge and appreciation of the rights and privileges in our democracy.

- c. Develop patriotism and loyalty to the ideas of democracy.
 - d. Develop an understanding of our American heritage.
9. Consideration shall also be given to the following concepts:
- a. Appreciate culture and beauty in the world.
 - b. Learn how to be a good manager of money, property, and resources.
 - c. Learn how to use leisure time.
 - d. Develop skills to enter a specific field of work.
 - e. Practice and understand the ideas of health and safety.

EDUCATIONAL PROGRAM

Ottawa Unified School District #290 has five elementary schools, one middle school (7-9) and one senior high school (10-12). A breakdown of school population follows: Elementary, 1,157; Middle School, 620; Senior High School, 633; Total, 2,410.

The elementary school philosophy emphasizes basic skills for all students with movement in some schools and by some teachers toward increasing individualization of instruction. The five schools' students differ in socioeconomic backgrounds and instruction in each school appears to be modified to meet neighborhood needs at least to some degree. Support personnel such as speech specialists, learning disabilities teachers, counselors, special education classes, and a school psychologist are available. Music, physical education, and librarian services are also part of the educational program in each building.

The middle school philosophy is new to Ottawa. The change from junior high school was made in 1976-77. Basic changes include the provision of a gradual transition from elementary to senior high school, curriculum offerings of both basic and exploratory nature, changes in evaluation of students, and a

revision of the activity program.

NEED FOR CAREER EDUCATION

Career education provides a focus for all education, K-12. It is a concept to be infused into all aspects of learning by all teachers for all students. It extends beyond the schools into the community where it involves resource speakers, study tours, and hands-on experiences both paid and unpaid.

Career Education Components

Career education is composed of four aspects; namely, self, work, leisure, and resources as described in the Kansas Guide for Career Education. The self is studied in an organized way to help the individual increase his knowledge of himself, develop a positive self-image and develop decision-making skills. Work provides the framework for seeing oneself in an activity that is satisfying to oneself and productive in fulfilling a need within our society. Leisure is freedom from required effort with the time used in a self-fulfilling manner. Resources are all of those things outside the self which influence the individual's career development.

Career education is a developmental concept. Its phases are sequential and begin in kindergarten, although there should be some overlap in their continuity. Content and activities for each phase are age-related to meet developmental needs. The phases as described in the Kansas Guide for Career Education are:

1. Awareness: Perception of the world of work and of the workers, of self, of leisure time, of resources.
2. Orientation: Internalization of knowledge, analysis, and consideration of general direction and goals.
3. Exploration: Engaging in activity seeking of options, trying on decisions for fit.
4. Selective Formulation: Narrowing, valuing, and "owning" a general direction, relating to occupational clusters, conceptualization.
5. Action: Training of skills, trying out adequacy, follow through, validate, feedback.

Career Education and Staff

Responsibility for career education rests with all teachers, all counselors, and all administrators. Their ownership is crucial in any career education program and should be considered in all planning. Activities, materials, or speakers will not be utilized unless staff people have been involved in the selection and writing processes; however, the entire organization of career education programs should not be placed upon classroom personnel for they do not have time to devote to it. Their roles should be those of consultants, in-put specialists, pilot testers, and screening committees. Their suggestions are valuable and necessary for the successful infusion of career education into the classroom.

Intensive in-service should be provided for teachers, counselors and administrators. Career education must be presented as an "enhancer," not as

an addition to what is being taught. Successful and enthusiastic practitioners are good sources for speakers who can excite teachers with displays of materials and descriptions of worthwhile, well-accepted activities.

Key teachers should be selected for leadership positions on committees. Visitations to other districts to see on-going career education programs should be conducted for these teachers so that they can be effective agents with other teachers not as well informed and perhaps more reluctant to try new ideas.

Counselors are part of any career education program because of the emphasis on self. In-service activities should be planned so that they come to see their roles as team members. Encourage them to work with parents in study groups, to conduct classroom activities, to serve as resource persons, and to use tests or other forms of evaluation in helping students to form a realistic, positive self image. Counselors, as former classroom teachers, can also be used very effectively as members or leaders of grade level or content-oriented activity writing teams.

As the educational leaders of buildings, administrators must also become informed of the curricular and attitudinal implications of career education. As awareness is developed, support for career education moves from tolerance to encouragement. Benefits should be demonstrated in concrete form, such as pre-post tests, checklists, or surveys of students and/or parents.

Career education will help teachers to become more effective, since students are more interested in studying about the meaningful experiences of the real world. Student attitudes will gradually change, because of the emphasis on

positive self-image and realistic self awareness encouraged by guidance counselors. The entire school staff may change as the curriculum becomes more student-centered and less content-for-the-sake-of-content oriented. Variety and excitement will extend into the classroom, yet at the same time, basic education is emphasized because of the new focus upon knowledge and skills necessary for employment. The entire school system will become more goal oriented, although there will be a broadening of options coupled with effective decision-making.

Career Education and Students

Students in the United States today are confused about themselves and their lives. Evidently the present educational system is failing to provide enough of the right kinds of information and the skills necessary to make valid decisions. Education has become so splintered and specialized that knowledge is meaningless in terms of generalization or applicability to real situations. Content experts are so filled with the importance of their particular subject area that they fail to teach the "whole" student or to meet his needs of survival, self esteem, or belonging.

Career education gives students a perspective of themselves and of their lives, no matter where they are on the educational ladder. A child first learns the word "apple," and later learns to associate redness, roundness, juiciness, or edibility with it. The concept "apple" becomes more firmly entrenched as he experiments with it as a ball or as a centerpiece, or tastes it raw, in pie, or as applesauce. He learns to compare one variety with another and develops

preferences. Last, he acts upon his experiences when he states, "I like apples best in apple crisp and I prefer Jonathan apples to any other kind."

This cognitive process is similar to the developmental stages of career education, particularly work and leisure. The development of self concepts are tied more closely to affective learning, while the learning of various resources is more in the realm of skill development.

Objectives for student learning of career development are just as valid as the objectives written for any other curriculum area. The Kansas Guide for Career Education contains many sound objectives developed for each component and each process phase. They are educationally sound, are of importance to the young people in our classrooms, and should be subscribed to by every teacher.

Career Education and the Community

Formerly, children learned from their parents and other adults in the community. Formal and informal education were merged and young people were well versed in the expectations their societies held for them in terms of marriage and family life, economic contributions, religious participation, and social relations. As society became more complex, learning became more compartmentalized, with persons assuming teaching roles according to their status, training, or natural ability.

The community is now neglected as a resource for learning, because it is assumed that only teachers can teach and only in a formal classroom setting. It is shameful that the richness of local life is neglected, that community members are excluded from educational roles, and that money is wasted on materials to

teach something which could be better learned first hand.

Any community has questions concerning career education. Most parents favor education which enables students to function better at the present time, yet prepares them for a good life in the future. When fewer than 50 percent of high school graduates do not go on to college, the community has the right to question funds being spent for college preparatory courses alone. They are entitled to answers about training for the students who are employed in the community after graduation. The specialists are required more and more to defend purely liberal arts concepts. Community members question drop out rates and the cost of "frills."

Career education has some of the answers for these interested parents and community members. It meets both present and future needs of students for it is sequential and developmental in nature. It assists with the vocational aspirations of non-college bound students and helps to keep disinterested and "turned-off" students in school. Best of all, it emphasizes skills and need not cost any more money.

Former students and parents endorse the concept of career education as they become more aware of it. The creation of that awareness is very important. An Advisory Council for two-way communication is a good beginning. The construction of a Community Resources Guide or Speakers' Bureau also assists in developing awareness. Newspaper stories and radio coverage can be supplemented with Career Fairs, Shadowing Days, and parent coffees. Newsletters or brochures can be sent to key persons or organizations.

STATUS OF CAREER EDUCATION IN USD #290

USD #290 has begun a K-12 career education program called Project SPICE. It was funded through Title III, Innovative and Exemplary Education, of the ESEA of 1965. Its director is the writer of this paper. The first year of operation was in 1975-76 when the main thrust was to develop curriculum materials. Teams of teachers and counselors wrote activities based upon the Kansas Guide for Career Education for infusion into every classroom. The following guides were completed and pilot tested that year:

1. Elementary guides for each grade K-6
2. Junior high school activities for each content area
3. Senior high school activities for each content area
4. Special education units, 7-12, including
 - a. Survival Skills
 - b. Time and Money Management
 - c. Career Awareness
 - d. Seeking Employment
 - e. Leisure Time
 - f. Self Awareness
 - g. Consumer Education
5. Community resources guide

Extensive in-service was done with staff members through a summer workshop, visitations to other schools, A-V presentations, and faculty meetings. An Advisory Council was formed of community members, students and school

staff. Monthly newsletters and presentations to local organizations helped to communicate the purposes of the project.

The second year, 1976-77, emphasized implementation, although there were revisions and additions to the written materials. New materials include:

1. 200 New Activities K-12
2. Elementary Bulletin Board Guide
3. Master Tour Units
 - a. Gage Park Zoo - K
 - b. Swope Park Nature Center - 1
 - c. Greenhouse - 2
 - d. Grocery stores - 3
 - e. Kansas - 4
 - f. Chippewa Hills - 5
 - g. Topeka Capital-Journal - 6
4. Special Education Guides K-6
 - a. Time and Money Management
 - b. Self Awareness
 - c. Career Awareness
 - d. Leisure Time

The SPICE program was planned to build upon the career education activities already on-going in the district. Emphasis has been given to the function of counselors as part of the instructional team. They are encouraged to work with parents, teachers, and administrators. Students receive group and individual

career guidance, as well as the usual services. Counselors also serve as resource speakers and field trip coordinators and also conduct classroom career education activities.

A resource center for career education activities has been established to catalog and distribute the filmstrips, books, posters, kits and other materials used by the various grade levels. The coordinator assists teachers in locating materials, suggests interesting activities for them to try, and performs other services, such as laminating and preparing learning centers.

The nucleus of a workable career education program exists in Ottawa. Third year goals should expand and develop those aspects which have proven to be of benefit to students.

PLANNING FOR 1977-78

Summary Statement of Objectives

An important objective for Project APICE in its third year is to create an adaption/adoption model for other schools to use in developing their own career education programs. There will be continued revision of and addition to curriculum materials, with a secondary bulletin board guide and activities and resources for a Career Center in the OHS Library to be developed. The highlight of the year will be a drive-in conference in the spring for area schools in which career education activities will be demonstrated and materials made available for distribution. Dissemination will be carried out in workshops and presentations for other districts as requested.

General Goals Statements

General goals statements are:

1. To continue to develop curriculum materials.
2. To devise an adaption/adoption model.
3. To disseminate Project SPICE processes and products.

ACTIVITY CHART

1.0 To continue to develop curriculum materials.

1.1 To revise materials previously included in SPICE curriculum materials.

- 1.1.1. Elementary counselors will organize or attend at least three grade level meetings for the purpose of feedback revisions of SPICE curriculum materials. Findings will be relayed to the director in meeting summaries.
- 1.1.2. Elementary and secondary counselors will transmit revisions as received from their building personnel to the director in written form.
- 1.1.3. The Community Resources Guide will be updated through telephone contact with all persons listed as speakers or study hosts.
- 1.1.4. Revisions will be made available to teachers for inclusion in their guides.

1.2. To add activities and resources to the collection of SPICE curriculum materials.

- 1.2.1. A minimum of 100 new activities will be added to the SPICE curriculum materials. Appropriate resources to carry out these activities will be purchased.
- 1.2.2. A Career Center will be developed and maintained in the OHS Library by the librarian with input from the department heads. Resources will be added to the library collection so that minimum information for each job cluster is available in the form of a general overview and specific occupational information.

- 1.2.3. Activities for the use of these resources will be developed cooperatively by the librarian, classroom teachers, and counselors.
- 1.2.4. Additional activities will be made available to each teacher for inclusion in their guides.
- 1.2.5. A bulletin board guide for secondary teachers will be developed and distributed.
- 1.3. To visit other career education programs and conferences in order to acquire an understanding of their approaches to curriculum infusion of career education.
 - 1.3.1. Project director, counselors and teachers will visit at least four career education programs and attend at least four conferences pertaining to career education concepts.
- 2.0. To devise an adaption/adoption model.
 - 2.1. A writing committee composed of a minimum of one counselor, one teacher, and one administrator will be chaired by the project director to devise an adaption/adoption model focusing on processes for development of career education within a school or district. Use will be made of KSDE officials and documents so that the SPICE model will be coordinated with the state plan for career education.
 - 2.2. The model as developed will be evaluated and/or pilot tested in a minimum of one school or district so that needed revisions can be made.
- 3.0. To disseminate and communicate Project SPICE processes and products.
 - 3.1. Internal dissemination, communication and feedback will continue to take place.
 - 3.1.1. Monthly summaries from all counselors will communicate to the director their activities for that month.
 - 3.1.2. Monthly staff meetings will be held for communication and feedback among staff members.
 - 3.1.3. The director will conduct building visitations at least once a month for direct communication with classroom teachers.
 - 3.1.4. The monthly newsletter will be distributed to all staff personnel.
 - 3.1.5. A minimum of one workshop will be conducted for interested

teachers in using and/or constructing SPICE related teaching materials.

- 3.1.6. SPICE will be represented on the Professional Council for communication purposes.
- 3.1.7. SPICE will be represented on the OEA Board for communication purposes.
- 3.1.8. The director will attend all administration meetings for communication purposes.
- 3.1.9. Staff members will communicate SPICE concepts during building faculty meetings.
- 3.2. External dissemination, communication and feedback will continue to take place.
 - 3.2.1. Arrangements will be coordinated by the director and staff for the On-Site Evaluation Team.
 - 3.2.2. Visitations from out-of-district school personnel will be coordinated by the director.
 - 3.2.3. A drive-in conference for area schools will be planned for spring, 1978.
 - 3.2.4. Statewide dissemination will be carried on through the distribution of pamphlets, brochures, etc., and at least one presentation at a state meeting.
 - 3.2.5. The community Advisory Council will continue as a committee for evaluation of the project and for making continuity recommendations.
 - 3.2.6. Close contacts will be made with the Chamber of Commerce Education Committee for coordination of speakers and study tours.
 - 3.2.7. The director will make a minimum of one appearance on KOFO for dissemination of information to the community.
 - 3.2.8. The newspapers will print a minimum of 25 news stories concerning SPICE activities.
 - 3.2.9. A minimum of five presentations about SPICE to community organizations and agencies will be made by staff.
 - 3.2.10. The director will attend Board of Education meetings in an attempt to communicate SPICE activities to the members. At least one formal presentation will be made.
 - 3.2.11. Counselors will conduct study groups and coffees for parents to explain SPICE, to describe their services and to facilitate discussion.

3.2.12. The monthly newsletter will be mailed to out-of-district persons indicating a desire for more information about SPICE.

3.2.13. A public hearing concerning continuation will be held by March 15, 1978.

IMPLEMENTATION PLAN MANAGEMENT CHART 1977-78

DUTY	DATE	VERIFICATION
1. Staffing		
a. Select staff	6/1/77	Contracts on file
b. Select evaluator and auditor	7/1/77	Contracts on file
2. Project Management		
a. Order office supplies	5/15/77	Requisitions on file
b. Complete job targets for 1977-78	5/30/77	Copies on file
c. Complete Year Three application	6/15/77	Copy on file
d. Revise files	8/30/77	Files in operation
e. Prepare for On-Site Team Visit	11/77	Copies on plans, memos, etc.
f. Hold staff meetings	As needed	Minutes filed
g. Conduct building visitations	Monthly	Director's calendar
h. Coordinate program with time/budget commitments	On-going	Records filed
i. Maintain record of expenditures	Monthly	Print-outs and requisitions filed
j. Prepare appropriate reports	As needed	Copies filed
k. Continuation plans completed	6/1/78	Copy filed
3. Program Operation		
a. Revise and add to SPICE materials	On-going	Materials on file
b. Coordinate grade level meetings	Varied	Minutes on file
c. Revise Community Resources Guide	12/15/77	Revisions on file
d. Coordinate development of Career Center	10/15/77	Facility in use
e. Develop activities for Career Center	12/15/77	Copies on file

DUTY	DATE	VERIFICATION
f. Develop bulletin board guide for secondary teachers	12/15/77	Copy on file
g. Coordinate SPICE testing program	On-going	Testing calendar
h. Coordinate out-of-town visitations by teachers and staff	On-going	Summaries on file
i. Develop adaption/adoption model	12/15/77	Copy on file
j. Pilot test or evaluate model	3/15/78	Report on file
k. Coordinate parent-study groups, parent coffees, and Career Day	On-going	Monthly summaries
l. Coordinate classroom use of materials	On-going	Visitation log
m. Hold counselor in-service sessions	As needed	Summary on file
n. Hold teacher in-service sessions	As needed	Summary on file
4. Selection and Use of Resources		
a. Continue file of Career Education materials	On-going	Catalogs filed
b. Continue Career Education Resource Center	On-going	Center in operation
c. Order Career Education Resource materials	On-going	Requisitions filed
d. Attend informational meetings and workshops	On-going	Summary filed
e. Coordinate study tours	On-going	Calendar
5. Assessment and Evaluation		
a. Review project for possible revision	6/1/77	Continuation application
b. Meet with evaluator	Varied	Calendar
c. Meet with auditor	Varied	Calendar
d. Revise Advisory Council	9/30/77	List filed
e. Hold Advisory Council meetings	Varied	Minutes filed
f. Check evaluation progress	Monthly	Reports filed
g. Evaluate staff	On-going	Reports filed
h. Evaluate management procedures	On-going	Contacts with Dr. Neuenswander
i. Submit required reports	As needed	Copies on file

DUTY	DATE	VERIFICATION
6. Communication and Dissemination		
a. Receive activity summaries from each counselor	Monthly	Copies on file
b. Hold staff meetings	As needed	Minutes on file
c. Conduct building visitations	Monthly	Calendar
d. Distribute newsletter	Monthly	Copies filed/circulation list
e. Provide for Professional Council representation	As needed	Membership filed
f. Provide for OEA Board representation	As needed	Membership filed
g. Attend administrative meetings	Semi-monthly	Minutes filed
h. Attend faculty meetings	Varied	Minutes filed/counselor summary
i. Coordinate visitations from out-of-district personnel	As needed	Calendar
j. Handle correspondence	Varied	Correspondence filed
k. Plan Drive-In Conference	3/1/78	Agenda on file
l. Distribute brochures	3/15/78	Copies on file
m. Make state-level presentation	5/30/78	Agenda on file
n. Coordinate Study Tours with Chamber of Commerce	On-going	Calendar
o. Arrange for KOFO interviews	Varied	Calendar
p. Initiate newspaper coverage	Varied	Articles and pictures on file
q. Make presentations to local organizations	Varied	Reports filed
r. Attend Board of Education meetings	Monthly	Minutes filed
s. Hold public hearing	3/15/78	Report filed
t. Participate in Career Guidance Week	11/30/77	Plans filed
u. Disseminate SPICE materials	Varied	Mailing list

SUMMARY

Project SPICE will continue in 1977-78 along the dimensions established for it during its first two years. Added emphasis for the third year will be given to dissemination of career education processes and products as experienced by SPICE personnel. This paper is an attempt to describe the third year in terms of (1) objectives, (2) management, and (3) time frame.

COUNSELING

COUNSELING

INTRODUCTION

Ann Dullea of Garden Plain explains how career education may be infused into the curriculum through the guidance and counseling office. Reorganizing career education for a pilot middle school program is the work of Larry C. Carpenter of Topeka. Wendell Cowan of Whitewater presents a lesson guide in job hunting. A model career development program for students is shown by Robert C. Quigley of Jewell. Dotson Bradbury proposes a curriculum guide for the counseling center at Richmond.

IMPLEMENTING CAREER EDUCATION AT GARDEN PLAIN
HIGH SCHOOL THROUGH THE GUIDANCE
AND COUNSELING PROGRAM

Ann Dullea
USD #267, Garden Plain

Counseling
Hutchinson Workshop

The current decade presents a challenge to education to meet the needs and demands of its non-directed students.* With society's flexible standards, unstable economic, political, and social conditions, and rapid, constant pace, we are rearing generations of dissatisfied, changing individuals who are unable to set goals, plan courses of action, and make good, sound decisions. In a critical search for a purposeful life, students are selecting fields of interest more for their intrinsic value than for their extrinsic reward. They are seeing a qualitative difference even between job satisfaction and job happiness. Most importantly, they are demanding that education teach them how to live, not just how to work. For important reasons then, the educational system has a responsibility to provide career education as a developmental process through experiences which will meet the needs and assist students in seeking purposeful living.

Kenneth B. Hoyt (1976) has charged that there are few school systems where career education has been effectively implemented at the building level. Effective implementation means that attitudinal changes have occurred among the staff, goals and priorities have been rearranged, and a developmental and instructional process has been infused into the entire school curriculum. In these schools career education is not a specialized class that has been added to the curriculum to meet governmental or State Department of Education recommendations. Hoyt also pointed out that there has been less progress at the junior high and high school levels than at the elementary level, both to invent and to implement career education at the building level.

Garden Plain High School was introduced to the idea of career education and recommendations were made to the faculty to work the concept into classroom teaching. A class in Career Development was added to the curriculum for a short time and then dropped. A concentrated effort was made to acquire library materials on careers; however, the concept of career education was never invented or adopted attitudinally at Garden Plain, partly due to a lack of understanding by the staff, and/or to a lack of time contributed to modify the system. Therefore, comprehensive career education has never been effectively implemented, i.e., infused into the curriculum.

A new concern for career guidance has been generated by student demand. Because it is yet in skeletal form, career education at Garden Plain High School will develop from a nucleus program through the Guidance and Counseling Office. Change and infusion will be introduced and recommended gradually, with full

infusion into every course in the curriculum as a long-term goal. It is recommended that eventually complete infusion be built around career education objectives similar if not identical to those developed by the Lawrence High School, Lawrence, Kansas, Career Education Steering Committee. Paraphrased from the minutes of their Steering Committee (1976), those objectives were:

1. To teach students that a career includes one's total life experiences of self, work, and leisure;
2. To integrate into unit plans, career implications of the subject matter being taught;
3. To tap community resources and involvement in career activities;
4. To help students assess career interests, abilities, values and needs.

It is also recommended that the Garden Plain High School Career Education program continually solicit and expect Board of Education, administrative, and community support, and that a thorough staff introduction precede implementation of any nucleus program on career education offered through the Guidance and Counseling Department or any comprehensive curricular infusion of career education. A final recommendation is that all aspects of the career education program be evaluated.

In accordance with the comprehensive emphasis recommended by the Kansas State Department of Education, career education at Garden Plain High School will encompass the four components of self, work, leisure, and resources. General objectives for the program, considering these four components collectively, include the following:

1. To provide each student with information and experiences which will

assist him in a better understanding of himself in terms of strengths and weaknesses, interests and capabilities;

2. To expose the student to materials, persons, and experiences through which he can explore occupational and educational options;
3. To integrate academic and career guidance and provide assistance in both high school program planning and post-secondary planning for the purpose of preparing the student for entry into occupational or further educational choices;
4. To infuse career exploration and information into the high school curriculum through already-existing courses or through Guidance Department career-related activities or independent study arrangements;
5. To assist the student in the development of values and priorities which will be significant in his selection of a career and will provide stability in productive work, management of time, choice of satisfying leisure-time activities, and continued personal growth.

The Kansas State Department of Education has suggested in their Guide for Implementing Career Education in Kansas Schools that each of the four components of self, work, leisure, and resources should be appropriately emphasized in a comprehensive, progressive system through different process phases at various educational levels within the system. In particular, it is indicated that the Awareness phase in regard to these components be introduced at the elementary level, that Orientation to these components be presented at the junior high school level, that the Exploration and Selective Formulation phases be emphasized in high school, and that the Action phase be carried out on the post-secondary level. Overlap of phase emphasis is implied in the State Department's outline and is also pointed out in the Lawrence, Kansas, USD #497 K-12 Career Education Model. Such overlap is encouraged to produce maximum benefits.

In implementing a career education program into a school such as Garden

Plain High School, which essentially has very little in the way of organized career education, the writer feels that all process phases of the State Department's program need to be presented systematically at the secondary level. This need is recognized because of the lack of such a program at the elementary and junior high schools and is recommended at least until such a comprehensive program can be devised and implemented. This is a long-term goal, i. e., to extend the nucleus program devised for the high school, through its Counseling Department, to other levels for efficient student assistance.

The recommendation for the presentation of all process phases at the secondary level is equally encouraged for another reason; namely, to service the needs of the changing, maturing student. Obviously, one's view and understanding of self changes with each level of educational progress, as does one's interest in varying types of work, values, leisure-time activities, capabilities in respect to solicitation and use of resources, and decision-making.

While this present written plan will focus on only one of the process phases (with possible overlap to a second), it is intended that the above recommendation be realized through the development of similar written plans concerned with each of the other phases. These will then be systematized and integrated into what will eventually service the students as a comprehensive K-12 plan.

Taken separately, rather than collectively and preliminary to development within one of more of the process phases, the long-range goals and objectives of the four career components are as follows:

Self

1. The student will increase personal self awareness by identifying assets and limitations, values, needs and potential in respect to daily living.
2. The student will indicate through written or verbal expression that these experiences improved his self-image.
3. The student will increase the ability to tie together positive self-characteristics with occupational and educational possibilities.
4. The student will demonstrate understanding of the decision-making process by practicing the initial steps of exploration, examination, and tentative selection of post-secondary career options.
5. The student will take action to arrange for post-secondary educational or occupational training in tentative career choices.

Work

1. The student will identify several occupations of personal interest and recognize career clusters in which he/she appears to show a strong interest or aptitude on school-wide standardized testing.
2. The student will introduce himself to related occupations by surveying career materials available in the school career guidance center and the school library.
3. The student will study the feasibility of entry into each occupation of interest in terms of self-characteristics, preferred life style, job requirements and qualifications, and research into the current and projected job market.
4. The student will gain a keener understanding of the occupational clusters of major interest by visiting with representatives from those career areas during a Career Fair, during small career seminars or school visits by career representatives; by participating in rotating observational experiences in the community on location; or by participating in a semester-long on-the-job experience in a chosen career for course credit.
5. The student will demonstrate through practice and eventual realistic application, knowledge of job application procedures including preparation of a resume, job application forms, and role-playing of job interviews.

Leisure

1. The student will demonstrate in verbal or written expression and through apportionment of time for work and leisure activities, an understanding of the necessity of leisure-time activities for personal enjoyment and for the promotion of good physical and mental health.
2. In a like manner, the student will demonstrate the relationship between leisure-time activities and work.
3. The student will identify activities which he considers leisure and explore new activities for leisure which correspond to personal, physical, and mental skills, abilities, and limitations.
4. The student will take at least two courses, one enabling him to learn a new or develop a familiar lifetime sport or physical activity and one enabling him to learn or further develop a hobby of mental or social interest.
5. The student will be encouraged to take an active membership in at least one extracurricular activity or school club offering possibilities for leadership and participation in a group, and have the opportunity to further his physical and mental health through an activity which is carried out with or for other persons.

Resources

1. The student will become familiar with resources of the Career Guidance Center at Garden Plain High School through introduction to, and use of, materials with the counselor and independently.
2. The student will identify human and material resources within his family, school, community and surrounding areas which are available for career guidance.
3. The student will seek information from several of these sources for assistance in career exploration by individual contact and solicitation and by acquiring information and meeting career representatives during a Career Fair presented by the school.
4. The student will be encouraged to put together a resource folder for personal use which contains a resumé, a statement of personal resources in terms of strengths, weaknesses, and values, and any human contacts or printed materials related to career choices being explored.

Fulfilling the objectives and reaching the goals communicated for each component above requires long-range program development and extension of the nucleus program from the Counseling Department into the classroom. Such a comprehensive program, if it is to be effectively serviceable to the student, demands this infusion into the curriculum. Because of the immediate student demand for career education and its value when implemented in an organized program, it is intended that the nucleus program through the Guidance and Counseling Department at Garden Plain attempt to fulfill the objectives listed above until curriculum-wide infusion has occurred.

The Garden Plain High School Guidance and Counseling Program will integrate the four career components through a program which encompasses to some degree all of the process phases. Basically, the orientation phase will be used with junior high and freshman students. The Exploration phase will receive primary emphasis because of its particular pertinence and serviceability to the high school level. Selective Formulation will be implemented with the seniors. Listed below is the development of objectives, activities, and evaluation techniques which exemplify how the four career components will be presented through the Exploration phase.

Exploration Phase: Self Component

Objectives. The student will be able to:

1. Identify his strengths and weaknesses in personal/emotional, academic, social, physical, and mental skills by charting them and by discussing them in either an individual or group session with the counselor;

2. Identify and explore several career possibilities related to self-evaluation and interests by gathering and researching materials concerned with these careers;
3. Narrow career options by carrying out a systematic comparative analysis of job-related factors and how they relate personally to each career option. This analysis will be summarized in tabular form for individual reference.
4. Recognize the importance of organizing time and energy as they relate to job productivity, leisure, and personal needs and responsibilities by outlining and following a schedule of time and work involved in career exploration activities;
5. Gain further understanding of selected career possibilities by visiting and observing representative companies within the community and writing impressions of the visit upon its completion;
6. Tentatively select a career from the narrowed choices for the purpose of pursuing further preparatory educational or occupational training.

Activity. Each of the above objectives will be accomplished by having the student work through a decision-making packet which will be available in the Guidance Office. Students will be able to use this packet individually or in small groups during scheduled study hall or free time. Another alternative is that the counselor, or the packaged materials, be made available to individual classroom teachers in order that presentations on decision-making can be conducted.

Evaluation. The outcome of this activity will be measured by requiring each student to compile a folder which gives visible evidence (charts, career materials, observation notes and photos, and daily personal log entries) of his progression through each of the tasks relayed in the above objectives. This folder will be assessed and reviewed in a conference with the counselor in terms

of what was learned and how it might be used for post-high school planning.

Exploration Phase: Work Component

Objectives. The student will be able to:

1. Demonstrate a basic understanding of himself, his interests, and selected career possibilities by preliminary completion of the activity designed for the "self" component;
2. Apply this understanding of self and gain further understanding of work responsibilities by participating in on-the-job experience in an occupational opportunity of his choice;
3. Demonstrate an understanding of the occupation and its purpose by outlining the economic, management, and operational systems of the company through which he is obtaining on-the-job experience;
4. Express in written form an understanding of the interrelationship of education and work, the contribution of work to society, and the value of work and correct occupational choice in an individual's life.

Activity. The objectives for the work component in the exploration phase will be effected through the student's application to and participation in a semester-long work experience program taken as independent study for a grade. This program will not be the only available activity used to implement the work component in the exploration phase, but it will be the primary activity. It will be limited to senior students and will also serve objectives within the Selective Formulation phase. The program will be patterned after the Executive Internship Program currently operating in some Kansas school districts, with recommendation to eventually adopt that particular program as a district-wide career education activity.

Evaluation. Outcomes of the work component activity will be measured with a written evaluation tool completed by the employer; periodic conferences between the employer and the counselor regarding the student's learning, productivity, and progress on the job; and assessment of the student's completed tasks listed within the work component objectives.

Exploration Phase: Leisure Component

Objectives. The student will be able to:

1. Identify various leisure activities;
2. Communicate in written or verbal expression the importance of leisure activities for physical and mental health;
3. Become involved in several leisure activities to promote his own physical and mental health and enjoyment;
4. Communicate recognition of the relationship between leisure activities and work.

Activity. Implementation of the objectives listed above for the leisure component will be accomplished by a student Activity Day which will be organized, carried out, and participated in by students and teachers together. Various physical activities, hobbies, and events will be scheduled concurrently throughout the time allotted (preferably at least one-half day). Participants will be scheduled to rotate to activities of their choice throughout the day. They will be encouraged to participate in all activities chosen and to participate in at least one event with which they are unfamiliar.

Evaluation. Students and teachers will be asked to complete a questionnaire

asking them to evaluate the organization and success of the Activity Day and to describe briefly its relationship and value to their school and work productivity and to their mental health.

Exploration Phase: Resources Component

Objectives. The student will be able to:

1. Obtain basic exposure to, and understanding of, several occupational possibilities;
2. Obtain resource materials about these possibilities;
3. Meet and visit with representatives from various occupational fields;
4. Communicate through written or verbal expression the personal beliefs, benefits and learning which are received from exposure to human and material resources.

Activity. A Career Fair will be held to enable students to meet the above objectives for the resources component. The Fair will emphasize career options requested by the students as well as careers indicated to be opening up in local, state, and national job markets. Community resources will be used to the greatest extent possible. Students will be involved in planning, hosting, participating in, and evaluating the Career Fair. If possible, a school day will be used for the Career Fair.

Evaluation. Measurement of the outcome of the Career Fair will be comprehensive. Students, teachers, and administration will complete an evaluation tool regarding the organization and operation of the Fair, the quality and interest level of occupational information available, and the content learned about

various career options. It is important that this "tool" have some validity. Perhaps all parties involved should assist in its development.

END NOTES

A Career Education Model K-12. Lawrence Unified School District 497, Lawrence, Kansas, February 1973.

Guide for Implementing Career Education in Kansas Schools. Kansas State Department of Education, Topeka, Kansas.

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Senior High Career Education Emphasis in Counseling. Project of USD #497, Lawrence High School, in cooperation with the Kansas State Department of Education, June, 1976.

Senior High Career Education Exemplary Model. Minutes of the In-service for Lawrence High School Career Education Steering Committee, February 20-21, 1976.

REORGANIZING CAREER EDUCATION FOR A
PILOT MIDDLE SCHOOL PROGRAM

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INTRODUCTION

This proposal is made to serve as a guide to revitalize and to reshape career education concepts and programs at Eisenhower Junior High School, Topeka, Kansas. The emphasis is on staff awareness and involvement in the program.

Need

The concept of infusing career education into the curriculum was given an administrative thrust at Eisenhower three years ago. The need for students to be exposed to school and work relevancy in their classes was discussed and generally accepted by staff members. Meetings were held to determine what presentations might be possible, how they would relate to the curriculum, and how implementation could be achieved.

The major outcomes of these meetings were:

1. About 75 percent of the staff expressed considerable interest in the concept.
 2. It was found that about 20 percent of the staff were already involved in relating careers to their curriculum area to some degree.
 3. More than 40 percent of the staff actually implemented career education presentations in their classrooms before the end of the school term.
- Some staff members have followed through since then by continuing to organize and refine good programs which relate subject matter to the world of work. As staff changes occur, however, it becomes increasingly apparent that no definite provision to promote an ongoing program has been developed. A solid nucleus of interested teachers does exist, but there is real need to renew, expand, and sustain the initial thrust given to career education at Eisenhower.

When the preceding facts are compounded by the Topeka Board of Education's decision that Eisenhower will be a pilot middle school beginning with the 1977-78 school term, there can be little doubt that comprehensive career education planning should occur now. Career education needs to be an integral part of the total program developed for Topeka's middle schools.

Community

Eisenhower is located in the southeast section of Topeka. Four elementary schools send all of their sixth-grade graduates to this four-building, campus-style junior high school. In turn, Eisenhower will send all of its graduates to Highland

Park High School and will continue to do so according to future district plans.

Some of the characteristics of the geographic area served are as follows:

1. The socioeconomic level ranges from low to moderate.
2. There are fewer white-collar workers than in other sections of the city.
3. Parent occupations are quite diverse.
4. Parent education levels range from school dropouts to college post-graduates.
5. There is an increase in the number of students living with one parent.
6. Most students currently live in single-family dwellings.
7. The number of students living in low-income apartment complexes is steadily increasing.
8. About 30 percent of the Eisenhower students receive free or reduced-price lunches.
9. About 75 percent of the student population is white, 22 percent is black, and 3 percent is Mexican-American and other minorities.
10. The area is mainly residential. There are two major shopping centers and other isolated business establishments.

Philosophy

The following statement of philosophy was developed to meet requirements for Standard IV Accreditation for Guidance Programs in Kansas in 1976:

The guidance program at Eisenhower Junior High School must provide a variety of services for students, staff, parents, and community. The

nature of the service will be determined by the individual or group seeking assistance.

The focus is upon the student and his or her expressed needs. In addition, the guidance program will seek to assist students to understand themselves in relation to others and their environment; to understand their progress in relation to their strengths and weaknesses; to understand responsibilities, and requirements; and to help individuals, through their own efforts, to develop their potentialities for personal happiness as well as social usefulness.

Educational Program

As previously indicated, the educational program at Eisenhower is currently in a state of change. The current pilot program will run until 1980 when all of Topeka is scheduled to enter a 6-2-4 educational plan. The pilot design at Eisenhower features: (1) exposure to all curriculum areas in grades 7 and 8 through required exploration; and (2) student participation in a wide variety of activities and experiences through a daily home-base period. Grade 9 will also be housed at Eisenhower until 1980 and will necessarily be affected by the middle school pilot program. The class schedule will provide a common planning period for teachers of English, social studies, mathematics, and science who share the same 100 students in their classes. The teachers can therefore plan and coordinate activities in their classes throughout the year.

How Career Education Fits into the Pilot Program

There will never be a more appropriate time for any school to study career education concepts and to make definite plans for infusing career education into the total school program. Consider these facts about Eisenhower:

1. Most faculty members have had some exposure to career education.
2. Career education concepts are generally well received by this faculty.
3. A number of teachers have implemented career education projects in their classrooms.
4. The school's guidance program philosophy statement indicates career education is viewed as a priority.
5. The educational plan is changing from a 7-8-9 junior high school to a 7-8 middle school.
6. Every student will be encouraged to explore all curriculum areas during middle school.
7. The home-base period lends itself particularly well to the orientation and exploration of self and leisure.
8. The planning period arrangement will make it easier for groups of teachers to exchange ideas and to make plans for the same group of students. With assistance, career education could easily become an integral part of their planning.
9. The need to assess and to sustain career education has already been identified.

OBJECTIVES AND OUTCOMES

Primary Objective

The primary objective is to insure that Eisenhower Middle School will plan and sustain an ongoing career education program. The career education

program should seek to emphasize the individual's gaining knowledge, understanding, and skills relating to self, work, leisure, and resources through the developmental processes of orientation and exploration.

Secondary Objectives

It is proposed that the primary objective will become a reality following a series of activities leading to the attainment of these secondary objectives:

1. To assess and to coordinate career education programs at the elementary, middle school, and high school levels.
2. To help the teaching staff develop or reinforce concepts of infusing career education into the middle school curriculum.
3. To provide leadership in finding ways to determine the career education needs of students, parents, and the community.
4. To demonstrate the supportive role of guidance and counseling services in classroom implementation of career education.

Outcomes

The predicted results and outcomes of those activities which serve to accomplish the stated secondary objectives are listed below.

1. Ways to avoid unnecessary duplication of effort and resources will be devised within schools and between schools.
2. Scope and sequence for a K-12 career education plan will be developed.
3. A working committee will evolve to evaluate career education in the middle school and to periodically check articulation between levels.

4. Middle school teachers will have a more thorough understanding of implementing career education since over 50 percent of the staff will implement projects in 1977-78.

5. Middle school teachers will know more about printed, audio-visual, and human resources and will more readily seek and use such resources.

6. Serving as a home-base advisor will give impetus to teachers becoming involved in career education activities. It is probable that a number of teachers will become involved in home bases before they initiate career education projects in their classrooms.

7. Middle school teachers will develop a better understanding of individual students and their needs.

8. Middle school teachers will be more aware of parent and community expectations.

9. Middle school teachers will know how the counseling staff can assist them with career education plans and activities.

10. Middle school teachers and the counseling staff will develop a closer working relationship.

It is obvious the preceding outcomes would produce numerous other outcomes affecting students, parents, and community. These outcomes other than those listed are highly desirable, and many are probably more important in the long run. However, the additional outcomes lie beyond the intent of this proposal.

IMPLEMENTATION PROPOSAL

A tentative action plan is suggested as a guide for reaching the stated objectives. The action plan should be considered flexible.

MONTH	TASK	RESPONSIBILITY
May 77	Discuss plans and ideas with middle school principal and determine his support and role	Counselors
	Contact principals at elementary schools and high school to discuss the plan and to solicit their support and assistance	Middle School Principal
	Schedule August in-service session for middle school staff with State Dept. personnel	Middle School Principal
August 77	Select interested staff to serve on study and articulation committee. (Committee size and composition determined by the principals.)	Principals at all levels
	Solicit the assistance of the middle school librarian in preparing a monthly memo advising teachers about resource materials and where to find them	Counselor
	Arrange for counselors to meet at least twice a month with teachers during plan periods	Counselors
	All middle school staff meets with State Dept. personnel for in-service presentation about career education	Principal
Sept. 77	Articulation committee holds initial meeting to discuss how to accomplish their assigned task by December and to set subsequent meetings	Principals and Counselors
	Advise staff of meetings with counselors and the purpose of the meetings	Principal
	Hold two planning period meetings to discuss the State Dept. in-service meeting and to study and discuss the KANSAS MODEL	Counselors
	Disseminate information from initial Articulation Committee meeting	Committee Members

MONTH	TASK	RESPONSIBILITY
Oct. 77	Prepare and distribute memo concerning career education resources	Librarian
	Hold three planning period meetings: (1) Staff will relate philosophies of education and career education (2) Staff discussion of student career education needs (3) Staff begins determining how career education fits in their home base and in their classes	Counselors
	Disseminate any additional information from Articulation Committee	Committee Members
Nov. 77	Prepare and distribute memo concerning any additional career education resources	Librarian
	Hold two planning period meetings: (1) Staff will explore career education needs of parents and community (2) Staff will explore methods of meeting needs through the curriculum and home base	Counselors
	Disseminate any additional information from Articulation Committee	Committee Members
Dec. 77	Prepare and distribute memo concerning any additional career education resources	Librarian
	Hold two planning period meetings: (1) Staff will devise means of getting students, parents, and community involved in career education, planning and presentations (2) Video tape presentation by counselors to summarize and synthesize discussions and ideas from plan period meetings to date	Counselors
	Final report of Articulation Committee to be distributed to all staff at all school levels	Committee Members
Jan. 78	Hold two planning period meetings: (1) Review and discuss all implications of the Articulation Committee report (2) Staff will prepare a personal list of all types of resources they feel they might use and consider what field trips they might find appropriate in their curriculum area or for their home-base group	Counselors

MONTH	TASK	RESPONSIBILITY
Jan. 78	Issue bulletin to staff encouraging those who have not yet implemented a project to consider doing so soon	Principal
Feb. 78	Prepare and distribute memo concerning and additional career education resources	Librarian
	Seek staff volunteer to assume responsibility for gathering, summarizing, and preparing sample projects from fellow teachers for distribution to all staff	Principal
	Hold two planning period meetings: (1) Staff will exchange ideas about use of resources in specific situations (2) Staff will exchange ideas about implementing projects in classrooms and in home bases	Counselors
	Arrange to video-tape successful projects implemented this year (Simulation and demonstration) Tape enough to use in two plan period meetings	Counselors
Mar. 78	Actual taping done during first week this month	Counselors, Staff and Students
	Prepare and distribute memo concerning any additional career education resources	Librarian
	Hold two planning period meetings featuring video-taped simulation and demonstration of successful projects by students and staff	Counselors and Staff Involved
	Distribute memo summarizing successful career education projects implemented by staff to date	Staff Volunteer
Apr. 78	Prepare and distribute memo concerning any additional career education resources	Librarian
	Hold two planning period meetings: (1) To brainstorm how career education can become a continuing program infused in the curriculum and home base (2) Use resource personnel on video tape--possibly someone from Lawrence Public Schools--to demonstrate and explain the mechanism which keeps their program alive	Counselors

MONTH	TASK	RESPONSIBILITY
May 78	Prepare and distribute memo concerning any additional career education resources	Librarian
	Hold two planning period meetings: (1) Staff will summarize and reflect upon their career education experiences this year (2) Staff will look ahead to next fall	Counselors and Principal
	Selection of career education standing committee to begin functioning immediately and continue through the 1978-79 term	Principal

JOB HUNTING: A LESSON GUIDE

Wendell Cowan
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Counseling
Hutchinson Workshop

INTRODUCTION

Lack of relevance has been a common criticism leveled against the American educational system. Silberman with his Crisis in the Classroom and Pucinski and Hirsch with their book, The Courage to Change, are just three of several individuals who have criticized the past and present educational system for failing to relate educational experiences of students to those they will encounter outside the classroom.

One of the major objectives of the educational system is to prepare the student to work productively in society. Career education, properly instructed, will provide the necessary psychomotor, cognitive, and affective skills needed to attain this objective. One of the major thrusts of career education is listed in the third career objective; namely, the involvement of the community. Only when the community sees the schools as an extension of itself (or vice-versa) will the community increase its support for school programs. At Remington

High School, one such instructional unit is available for the students.

The purpose of this paper is to provide information about this unit for any instructor wanting to incorporate career education into a course of instruction. Career outcomes or objectives are stated with a list of activities and resources used to meet those objectives.

SUBJECT: Consumer Economics

GRADE LEVEL: 11, 12

CAREER COMPONENTS: ☒ Self

TOPIC: Learning about work

TIME REQUIRED: 8 class periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Administer opinionnaire on work motives, then compare with national results.	Instructor-made	Instructor	To identify personal characteristics that are important for an employee seeking a job.
View filmstrips on Career Values --Introduction --Environment --Chance-Taking --Commitment --Time	Guidance Associates		
Administer self-evaluation of personality traits, then compare with evaluations received from other class members.	Instructor-made		To become aware of personal assets which are the main selling points when applying for a job.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12

CAREER COMPONENTS: x Self

TOPIC: Learning about work (cont.) TIME REQUIRED: 8 class periods (cont'd)

x Work

x Leisure

x Resources

Activities	Material Resources	Human Resources	Outcomes
View filmstrips on Career Components --Thinking about Personalities --Thinking about Work --Thinking about Goals --Why People Work --Looking at Career Fields	Scholastic	Instructor	To modify and/or accept differences between the student's personal values and the influence of others on career choices
View filmstrips on Job Attitudes --A Job that Goes Someplace --Trouble at Work	Guidance Associates		To develop self confidence in an anticipated career choice
Assign each student to write a list of his or her personal assets that will help in choosing a career.			To reassess abilities, interests, and attitudes according to selected career and life-style

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12
 TOPIC: Viewing careers and job opportunities TIME REQUIRED: 5 class periods

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
View filmstrips on career decisions --Hung-up or Happy? How come? --Getting You and the Job Together --Who's You?	J. C. Penney Co., Inc.	Instructor	To know that career decisions are flexible at the expense of time, effort and money
Read the Oct., 1973, article "Jobs Where Your Boss Is You" and answer questions about the article	<u>Changing Times Magazine</u> October, 1973		
View filmstrips on careers --Viewing your Career Read booklets that coordinate with the filmstrip	Pendulum Press, Inc.		To choose a tentative career

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics

GRADE LEVEL: 11, 12

CAREER COMPONENTS: x Self

TOPIC: Viewing careers and job
opportunities (cont'd)

TIME REQUIRED: 5 class periods (cont'd)

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
View filmstrip on job opportunities now --Achieving Success --Job Requirements --Jobs in a Supermarket --Jobs in a Restaurant --Jobs in a Department Store --Jobs in a Hospital Invite guest speakers	Society for Visual Education	Instructor Personnel from a super- market, restaurant, depart- ment store, and/or hospital	To choose a tentative career

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12

CAREER COMPONENTS: ☒ Self

TOPIC: Preparing for Employment TIME REQUIRED: 9 class periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
View transparencies --Selecting a Job --Finding employment openings	Science Research Assoc., Inc.	Instructor	To identify and use "job openings" resources
Read the Jan. 1975, article "The Right Way to Look for a Job" and answer questions about the article	<u>Changing Times</u> magazine January, 1975		
Read the Jan. 1974, article "Part-time Jobs are Easier to Find" and answer questions about the article	<u>Changing Times</u> magazine January, 1974		
Assign students to locate job openings in newspaper advertisements			
Invite guest speaker		School Counselor	

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12

CAREER COMPONENTS: ☒ Self

TOPIC: Preparing for employment (cont'd)
TIME REQUIRED: 9 class periods (cont'd)

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Schedule field trip		State Employment Agency	To learn how to research for job openings
Discuss and prepare resume		Instructor	To learn the proper method of preparing resumes
Discuss and prepare application letters			To learn the proper method of preparing application letters
View transparencies	Science Research Assoc., Inc.		
--Preparing to take an employment test			
--Filling out an application			
--Preparing for the interview			
--Interviewing			
--Follow up on job applications			To demonstrate the proper procedures to follow during and after an interview

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12

CAREER COMPONENTS: ☒ Self

TOPIC: Preparing for employment TIME REQUIRED: 9 class periods (cont'd)
(cont'd)

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Distribute role-playing assignments for conducting interviews; video-tape the interviews in private; play back the interviews for students to analyze.			
Read May 1970, article "Don't Lose That Job Before You Get It" and answer questions about the article.	<u>Changing Times</u> magazine May, 1970		
Have personnel managers from various companies to interview students privately for a fictitious job with their company		Personnel Managers	To provide experience in demonstrating proper procedures in interviewing

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Consumer Economics GRADE LEVEL: 11, 12

CAREER COMPONENTS: ☒ Self

TOPIC: Preparing for employment (cont'd)
TIME REQUIRED: 9 class periods (cont'd)

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Distribute a self-study guide "Applying for a Job," to use as a review for the unit evaluation. EVALUATION A written report telling the proper procedures of preparing resumés, application letters, completing application forms, and stating the proper conduct during and after the interviews.	The Interstate Printers & Publishers, Inc.	Instructor	To correlate all learned information into one combined learning experience

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

A MODEL CAREER DEVELOPMENT
PROGRAM FOR STUDENTS

Robert F. Quigley
USD #279, Jewell

Counseling
Concordia Workshop

AWARENESS PHASE

Self Objective

The student should develop an initial awareness of his own abilities and skills in comparison with people in general; furthermore, the student should be able to relate this awareness of skill similarities and differences to introductory career potentialities. The student should also develop an understanding of the interrelating nature of personal decisions in the career development process.

Activity/Implementation

Each student shall complete the SRA Achievement tests during the freshman year with appropriate small group and individual feedback sessions. During these feedback sessions, test results will be compared with present and future school achievement; similarities and differences will be explored through the concepts of

percentiles; achievement parameters will be related to broad career potentialities by visual productions (provided by SRA); and responsibility for future decisions in educational achievement and self-development will be stressed by reviewing past experiences and future goals.

Work Objective

The student should develop an experience-based awareness and personal identification with actual workers in various occupations in order to develop realistic experience-based knowledge about the working world and job requirements.

Activity/Implementation

Each student will complete a working-world observation program consisting of job shadowing of no less than one, nor more than four, workers in student-selected fields. This shall be done one hour per day for two-week periods during each year of high school. During the senior year, actual part-time job placement may be substituted in place of the job shadowing program.

Leisure Objective

Each student will develop a general awareness of different types of leisure activities and their relationship to career choices.

Activity/Implementation

Each student shall complete a one-week modult designed by the guidance department consisting of films, lectures, group discussions, overheads, written

handouts, and other visual or printed media. This career module unit will be a part of mandatory freshman year physical education classes. The module shall outline leisure possibilities in a wide range of careers in relation to income, social strata, geographic location, etc., and will be conducted jointly by teaching and guidance personnel.

Resource Objective

Each student will develop an introductory awareness of community resources in general and a more specific awareness of directly available school resources designed to enhance career development.

Activity/Implementation

During the first week of school, each freshman shall complete a two-hour introductory tour of the library media center, guidance office, and self-directed career center with special emphasis on all aspects of the career center. Student upperclassmen models will be used to demonstrate various exploration activities available in the career center.

ORIENTATION PHASE

Self Objective

Each student will begin realistically to identify specific personal attributes, including interests and abilities, and the manner in which these attributes relate to occupational clusters as well as educational achievement in career fields.

Activity/Implementation

Every sophomore shall complete the ACT Career Planning Program which includes interest and ability orientation components and section exercises dealing with educational requirements of different career clusters. A similar program, the DAT Career Planning Inventory, may be used as an alternate. Either the ACT or the DAT would seem appropriate; however, some degree of consistency should be maintained. In either case, small group feedback and discussion sessions will be used to facilitate self-evaluation and knowledge.

Work Objective

The student will be able to identify work components which maximize personal satisfaction and interrelated career fields which require and facilitate similar work activities.

Activity/Implementation

Each sophomore will complete a work activity questionnaire summarizing and rating previous work histories, in addition to the work activity preferences required on the career planning inventories. In voluntary small group sessions, students shall also complete the Self-Directed Search Program and review the results, explore the three primary career codes by examining related literature in the career center, and be able to describe three specific occupations related to each code which would provide satisfaction in work activity preferences.

Leisure Objective

Each student will be able to recognize the degree to which specific career choices encourage or inhibit personal preferences for leisure activities. Students will evaluate the importance of leisure pursuits in relation to job satisfaction.

Activity/Implementation

On the same questionnaire the student will identify three preferred leisure activities and describe one specific or general career field that would prohibit the enjoyment of these activities and one that would encourage the pursuit of these activities. These activities will be completed after examining Holland's career clusters during the small group career center sessions.

Resource Objective

Each student should demonstrate the ability to identify and actually operate at least two separate career information systems available in the school system.

Activity/Implementation

During the process of implementing the Leisure and Work goals (above), the sophomore student will actually research data from the K-VIEW, Occupational Handbooks, and Self-Directed Search career boxes during small group work sessions and individual study.

EXPLORATION PHASE

Self Objective

Each student will have the opportunity to explore many different occupations

in several career fields as indicated by past and present knowledge relating to the student's interests, abilities, and opportunities. This exploration should also involve appropriate modifications and clarifications of the student's self-concept whenever appropriate.

Activity/Implementation

Each individual will complete either the Strong or Kuder Interest Inventories and examine the recommended career possibilities in an individualized guidance exploration group and/or individual conferences. Each student will also read the information provided by individualized career packets containing student-requested career and educational information; research further possibilities in the career center; and select no more than two general career fields that are indicated by the student's interests, abilities, and personal research. The second phase requires one to two additional small group or individual exploration sessions under the direction of guidance personnel.

Work Objective

Each student should be able to describe the following elements associated with selected occupations: tools required, salaries, advantages and disadvantages, exact nature of work, opportunities for advancement, future outlook, training requirements, working conditions, places employed, and related careers. Through this process, the student will be able to identify the important elements to look for in career development and job selection.

Activity/Implementation

Each sophomore and junior will complete a written report or oral interview transcript describing the elements listed above. This report should cover two occupations the student has shadowed or is presently shadowing on the work observation program. Shadowing may be defined as student observation of a person (or persons) who conducts and performs a specific task in any career.

Leisure Objective

Students will explore the personal ramifications of decisions concerning time allotment, and how these decisions interact to encourage or inhibit leisure-time activities.

Activity/Implementation

In large group sessions, each junior enrolled in advanced physical education (over one-half enroll) will complete a one-week time analysis chart, practicing and charting actual decisions concerning the requirements of work, school, and leisure pursuits. During this session, the students will examine the manner in which time must be managed in order to foster enjoyment of both leisure and work.

Resources Objective

The student should begin to analyze seriously, and to use extensively, the broad range of school and community resources related to career selection and opportunities.

Activity/Implementation

In a continuous process, students will be encouraged to consult with teachers, parents, peers, guidance staff, and workers in job fields concerning the students' career goals. Using the advice and information obtained from these and other resources, the student shall describe in writing at a time specified during the junior year, occupational preferences and probabilities and the resources used in the selection process. Students will demonstrate that they have used a minimum of two separate career information resources and will most probably have used no less than five school or community career resource systems (including guidance and school staff, test data, advice from actual workers, peer feedback and printed or visual career information systems). The job observation consultations with workers in different career fields is expected to serve as a particularly valuable use of resources.

SELECTION AND ACTION PHASE

Self Objective

Each student will be able to identify personal assets and deficits in skills, experiences, abilities, interests, and opportunities; furthermore, the student will develop the ability to relate this self-knowledge to concrete career decisions and future job possibilities or educational programs.

Activity/Implementation

During the senior year, each student will complete a minimum of three

individual and two group decision and planning sessions with guidance staff.

During these planning sessions, the student will select specific job plans and/or educational programs. All past information, future possibilities, and actual selections will be reviewed, and plans will be made. Then selections can be followed through whenever appropriate.

Work Objective

Each student will be able to identify, use, and implement summer job possibilities, long-term career goals, job-related training and/or educational programs eventually culminating in job placement and satisfaction.

Activity/Implementation

Each year, the student will be assisted with summer job opportunities and placement, career-related course selections through continuous academic advisement, full-time job placement and post-high school educational programming from initial contact, through completion of forms, to the follow-up after graduation. Part-time jobs, summer jobs and course advisement is a continuous process whereby career and educational placement, information and assistance culminate in the final year's activities during which each student will identify and follow through on job and educational plans following graduation. Each student will also complete during the junior and senior years, a two-hour seminar on summer and full-time job hunting techniques.

Leisure Objective

Each student will be able to identify leisure pursuits provided by his or her

specific career and educational selections and understand how these selections affect future leisure possibilities, as well as how these opportunities for leisure activity will affect job satisfaction.

Activity/Implementation

During the senior year, each student will state in writing primary leisure goals in life and how the specific career or educational program selections enhance these preferred leisure possibilities. Particularly in the case of education or training program (post-high school) selections, students will be provided with the necessary information or enrollment procedures for leisure activities provided as a result of job or training program placements in addition to information on summer leisure pursuits such as camps, workshops, volunteer work, and youth recreation programs at all grade levels.

Resource Objective

Each student will be able to identify and use all resources in the school and community which can contribute to the career or educational selection process.

Activity/Implementation

Each student will consult with guidance staff, teachers, parents, peers, workers in the field, college, technical or trade school personnel, military resource personnel, financial aid resources and miscellaneous information and/or career systems in order to obtain advice and information to facilitate formulative changes and plans in final career selections. Guidance staff members should contact and encourage students in the final action phase to reprocess plans whenever

appropriate at any stage of the career-selection process. This objective can be accomplished through continuous checking and follow-up services which students complete near the end of the senior year and after one year; and at three, five and seven-year intervals after graduation. Thus, all students will be contacted continuously to determine and provide for their career information needs.

MEASUREMENT AND EVALUATION

1. A career development needs-assessment survey questionnaire will be administered at each class level during the beginning of the year to prioritize and develop appropriate guidance activities.

2. A career development follow-up questionnaire will be administered at each class level toward the end of the year to determine the extent to which previously identified career needs have been satisfied through direct or indirect guidance activities.

3. Separate questionnaires will be developed and used with selected classes or groups to determine the value of special projects and activities such as testing programs, career center activities, group meetings, work observation programs, and career planning conferences or information systems.

4. A regular follow-up study program will be administered immediately before and after graduation and every three years hence, to determine program effectiveness and student satisfaction with educational and job placements.

5. Questionnaires, rating scales, written comments and oral evaluations will be used after each group conference to determine the effectiveness of the

activity in enhancing student satisfaction and career development. Program changes can thus be made continuously, based on student observations, comments, and suggestions.

6. Informal personal conversations with individuals or small groups of students will be conducted on a continuous basis to register student opinions and suggestions concerning career development activities and information systems.

DEVELOPING A GUIDE FOR THE COUNSELING CENTER

Dotson Bradbury
USD #288, Richmond

Counseling
Topeka Workshop

INTRODUCTION

The purpose of this paper is to develop a guide for the counseling center of USD #288, Central Heights, Richmond, Kansas. The guide was developed under the guidelines set forth by the class information sheet and further guidance from Dr. Dennis Pickering, PSU professor. The guide is for a counseling center which services 300 students in grades 7-12 with a counseling center staff of one. The center services four rural schools, and the school is located on a rural road an equal distance from each community which it services. The location of the school thus dictates to some extent the types of programs which can be offered at each school.

GOAL: Each student will develop a deeper understanding of himself, his emotions and his abilities and their implications and relationships to the world of work.

**PROGRAM TO ACCOMPLISH GOAL
AND EXPECTED OUTCOME:**

- 1.1. Testing Service: The expected outcome of the testing service is that the most appropriate appraisal tests will be used by the counseling center so that students will come to have a more positive attitude toward various appraisal instruments and their implications.

ACTIVITIES:

- 1.1.1. Administration of Ohio Vocational Interest Survey: Test given to all sophomores in English classes. After results are returned to students with explanation, students do in-depth career investigation based upon results of OVIS.

Report is completed in English classes. One of the resources for the report must be with someone who is working in the career being investigated. The interview should ideally be face-to-face, but if this is not possible, an interview on tape will meet the requirement.

Counseling center assists with the interviews and maintains a current listing of individuals who will assist students with meeting the requirement. All interviews are put on tape and those of exceptional merit are placed in an area of the career education library.

- 1.1.2. Junior Year Follow-up: In the junior year students are given an opportunity for a shadowing experience based upon the results of the OVIS or of another career of interest. The shadowing experience is coordinated between the counseling center and the English department. The student will spend a day with the person being shadowed, and report back to class on the experience.

Necessary forms for the shadowing are to be procured from the counseling center. Forms include (1) Request for Shadowing, (2) On-Site

Check Sheet, and (3) Report of Experience. The counseling center will make the initial contact and also follow-up contact.

- 1.1.3. Junior Year Armed Services Vocational Battery: Juniors are given opportunity to take ASVB. Those who wish to view careers from a military standpoint are given the opportunity to discuss a career with a military representative.
- 1.1.4. Differential Aptitude Test: DAT is given to all 8th grade students. Results of tests are linked to career possibilities and relationships between various careers and the necessary level of abilities are illustrated. Students then have opportunity to investigate these careers in the library.
- 1.1.5. Test of Academic Progress: TAP is given to 9th and 11th graders. Results show progress in six academic areas. Results are then correlated to various career interests students have indicated in grades 8 and 10.

GOAL: Each student will develop a deeper understanding of himself, his emotions and his abilities and their implications and relationships to the world of work.

PROGRAM TO ACCOMPLISH GOAL
AND EXPECTED OUTCOME:

- 1.2. Individual and Group Counseling Services: The expected outcome of the individual and group counseling service is that students will come to better understand themselves, their values, motives, and abilities, and will make better and more realistic academic, behavior, social and career choices.

ACTIVITIES:

- 1.2.1. Values Auction: The values auction is a game in which students are given months of their lives to bid on various items up for sale. Highest bidder gets to keep that value. Examples of items up for auction: (1) good grades, (2) happy home life, (3) being the best-looking person in school. Months of life are spent like money for valued items. The

number of months one has depends upon age. Double your age and that gives you the number of months you have to bid for the items. You must subtract away from your total for items that you buy.

- 1.2.2. Ten Things I Love To Do: Values clarification. Students are asked to make a list of ten things that they like to do and then rank them. Then students are asked to look at the list and evaluate it in terms of the items they listed: Which ones cost more than one dollar to do? Which ones are done alone? Which ones are done with others? This gives students some insight into themselves and their personalities. This is then related to careers. If you like to do things that cost money, what does this say about the type of job you will want? If most of the things you like to do you like to do alone, what does this say about the type of job you will want?
- 1.2.3. \$1000.00 Piece of Paper: In classroom have students form groups of five. Students take turns in group to talk about themselves and their experiences. After all have done this, each student puts his/her name at the top of a piece of paper and passes it one person to the right. Then each person writes one positive comment about the person whose name is at the top of the page. This is done in turn until the person has his own paper back.
- 1.2.4. Sack Person: In junior high school, classes provide each student with a sack and a catalog with lots of pictures. After a discussion of how we really feel versus how we often act, students cut out pictures of how they act and paste them on the outside of their sack. Then on the inside of the sack they cut out and paste on pictures of how they really feel.
- 1.2.5. Name Tag Day: Have members of student council and national honor society pin name tags on students as they come into school. Tags are to be worn all day. This is appropriate only during the early days of the school year.

ENGLISH AND
FOREIGN LANGUAGE

ENGLISH AND FOREIGN LANGUAGE

INTRODUCTION

Donna Bolz proposes a program to cover the many facets of career education in speech classes at Bushton. Janet M. Carr of Salina integrates career education in a practical writing course in the junior-senior English classes. Career education is infused into a separate unit of junior-high English in the classes of Norma Wilson at Ellinwood. Frances Miley of Topeka tells how she develops and implements career education in Spanish classes at Seaman High School. Special emphasis is on Spanish cuisine and careers.

CAREER EDUCATION AND THE INFORMATION SPEECH

Donna Bolz
USD #401, Bushton

English
Hutchinson Workshop

INTRODUCTION

The education of America's children has been an important interest of adults from the earliest history of our country. For many years, many children went to school for six to eight years, learning reading, writing and arithmetic. These were free schools, paid for by the people in the towns or settlements and the people in the surrounding countryside. A fortunate few children whose families could afford to send them went on to "higher" schools that were not free. These schools prepared the students for college. The children whose formal education ended at the age of twelve to fourteen continued their work education as apprentices, learning by doing. They became productive members of society and were accepted and respected members of the adult world at a young age.

As life became more complex with the industrial age, the concept of

education changed. It should be the right of all to attend high schools. These schools would continue preparing youth for citizenship in a democracy by giving them a common language, and by inculcating them with the American culture, including its values. These high schools were free but not compulsory. The apprenticeship was still an accepted way to prepare for the adult world of work.

The world became even more complex, and the desirability and necessity for more education became apparent. Free comprehensive high schools seemed to be the answer. They would offer courses of study for both those students whose formal education ended after high school and those students planning to go on to college. This basic plan for high schools continues today. However, aims have broadened considerably. The high school still prepares the student to function adequately in a democracy and gives him a knowledge of his American heritage. In addition, the modern high school should help the student understand his uniqueness, recognize and increase his potential, and give direction to his ambitions. This is the ideal. But what happens to the student in school is too often contrary to this ideal. He enters high school with little understanding of what he should expect from high school or what will be expected from him. The student is told what subjects to take and when to take them. He sees little or no relevance to his own life in what he is doing in school. When the student graduates, he has few if any marketable skills, and little idea about what he would like to do with his life. If he does have a direction, frequently he does not know what to do to make the idea a reality. How can this problem be alleviated? The answer seems to be the implementation of career education in all high schools.

The most efficient plan would be a district-wide career education program. However, when this is not feasible, individual teachers or groups of teachers in the school system could plan a concerted program to cover as many facets of career education as possible. This is what the writer proposes to do in speech classes in the fall.

A speech class is rich with possibilities for incorporating the goals of career education into the general framework of normal activities. Here the student should become aware of speech as a tool of communication. Here he should consciously begin using this tool to express his own uniqueness. Here he should begin to identify, to explore and to develop his potentials that could lead to a satisfying occupation. Here he should begin to realize that adhering to the rules of courteous social discourse could make his leisure-time activities more satisfying. And here he should become aware of communication problem areas that could restrict career possibilities, and realize that there are resources available to help him solve those problems.

The unit of study chosen to work with in this paper is The Field Interview. In this unit, the student will learn to do research, to organize research material into speeches and to present those speeches in class. He will learn the purpose of a field interview, how to prepare for the interview, and how to complete the interview. Finally, he will learn how to analyze and evaluate the information he gets from the interview. The career education goals are just as varied. The student will become acquainted with the world of work. He will become aware of the many occupations available, research several, and give an information

speech on three occupations that he finds of particular interest. From these three, the student will choose one for a field interview. He will learn how to choose the interviewee, how to prepare for the interview and how to conduct the interview. From the interpretation and evaluation of the information he receives, the student will tentatively decide if this career area is right for him and how to prepare himself for it. If, on the other hand, he decides the career area is not right for him, he can reassess his options with more research and study.

UNIT: FIELD INTERVIEW

Process Phase: Awareness

Grade Level: 10-12

Topic: Career Exploration

Activity:

1. Introduction to the world of work.
2. Watching filmstrips.
3. Classroom discussion of filmstrips.

Note: See End Note A for sample discussion questions.

Material Resources:

1. Two filmstrips: What You Should Know Before You Go to Work
by Guidance Associates/Harcourt, Brace & World

Outcomes: Career Component

Work - 1. Student becomes aware of the worker as a person, identifies with him.

Self - 1. Student begins thinking about his own interests and capabilities.

Resources: 1. Student becomes aware of the many sources available to help him determine his own interests and aptitudes.

Process Phase: Orientation

Grade Level: 10-12

Topic: Career Exploration

Activity:

1. Complete questionnaire: Determine Your Interests.
2. Discuss correlation between expectation attitudes and performance.
3. Discuss questionnaire answers in relation to possible occupational clusters.
4. Have school counselor talk about interest/aptitude tests.

Material Resources:

1. "Determine Your Interests" questionnaire. Note: End Note B.

Human Resources:

1. School Counselor

Outcomes: Career Components

Self - 1. The student should begin to identify his own strengths and weaknesses of aptitudes and interests.

2. The student should begin to see that skills learned at school relate to occupational clusters and to evaluate his own abilities within this framework.

Work - 1. The student should recognize work activities he likes best and identify occupations containing similar activities.

Resources - 1. The student should understand that the counselor is an excellent and willing resource.

Leisure - 1. The student should become more aware that attitudes will influence choice of leisure activity.

Process Phase: Exploration

Grade Level: 10-12

Topic: Career Exploration

Activity:

1. Research careers.
2. Choose three careers to investigate more thoroughly, filling in a questionnaire on each. A five to ten minute informative speech is to be presented to the class with information from this research. The speaker must hand in a three-level outline and must work from note cards.

Material Resources:

1. Arco-Rosen Career Guidance Series, Arco Publishing Co., Inc.
2. Occupational Guidance, Finney Co., Minneapolis, Minn.
3. Investigate an Occupation Questionnaire. Note: See End Note C.

Human Resources:

1. The school counselor has a file cabinet of career descriptions available to the student.

Outcomes: Career Components

Self - 1. The student should recognize individual factors which influence a career choice and development.

2. The student will explore occupational possibilities in light of his own self-knowledge.

Work - 1. The student will be able to describe and differentiate his self characteristics as they are related to broad educational areas.

2. The student should be able to describe differences among some occupations in terms of tools used, nature of tasks performed, prerequisite skills required for employment and the contributions of each to our society.

Resources - 1. The student should analyze and evaluate resources in light of his career interest.

Process Phase: Selective Formulation

Grade Level: 10-12

Topic: Final Steps in Interview Preparation

Activity:

1. Choose a career for the field interview from the three researched earlier.
2. Choose an interviewee. Learn as much about him and his company as possible outside the interview.
3. Formulate appropriate questions, using the Occupational Interview Form questions as examples.
4. Practice in class with one student or the teacher playing the role of interviewee.

Material Resources:

1. Occupational Interview Form. Note: See End Note D.

Outcomes: Career Components

- Self -**
1. The student should understand his strengths and weaknesses in order to decide on a career preference.
 2. The student should recognize that his life style may affect his choice of work.
 3. The student should develop decision-making skills through practice.

- Work -**
1. The student should apply decision-making process to his career decision.
 2. The student should relate educational planning to a career goal.
 3. The student should recognize that one's environment and individual potential will influence career choice.
 4. The student should differentiate among the three occupations he worked in terms of the amount and type of education needed; the content, tools, setting, products or services of the occupations; their value to society; their ability to provide him with the life-style he wants; the extent to which they can satisfy his interests and values; and the ways they do and do not seem appropriate for him.

5. The student should be able to describe why his career choice for the interview is the most appropriate for him.

Leisure - 1. The student should realize that leisure time can be used as a means of fulfilling personal needs that are not satisfied through work experience.

2. The student should realize that in order to make effective career decisions, one must apply his own attitudes and values concerning the use of leisure time.

Resources - 1. The student should use resources such as the library, the counselor, teachers, and others to put into perspective his experiences and situations as he makes tentative decisions about a career and about choosing an interviewee.

Process Phase: Action

Grade Level: 10-12

Topic: Evaluating the Field Interview

Activity:

1. Reconstruct the interview, analyze the information received, and record the the information on an Occupation Interview Form.
2. Evaluate whether the career explored is right for him in light of his aptitudes, interests, and expectations.
3. Evaluate what steps would be necessary to prepare himself for a career in this field.
4. Prepare and deliver a five to ten minute speech on the interview experience and on the career possibility based on information received in the interview.

Material Resources:

1. Occupational Interview Form. Note: See End Note D. Note: The questions on this form can be changed or new questions added to reflect the uniqueness of each career possibility and the interests of the student interviewer.

Outcomes: Career Components

- Self - 1. The student will pursue occupational decisions based on his knowledge of himself and on career possibilities.

2. The student will attempt to bring together discrepancies between his real and his perceived self.
3. The student will continuously appraise short and long range career goals.

Work - 1. The student will tentatively select a curriculum to acquire an entry-level job skill in his career choice.

Leisure - 1. The student should accept responsibility for personal leisure time planning and management.

Resources - 1. The student will retain the option to continue career research if the career he chose for his interview proves unsuitable for his aptitudes, interests, or expectations.

Many other activities are to be included in this unit on the field interview, each of which presents more opportunities to incorporate career education goals into the classroom. Frequent class discussions, individual conferences with students, written questionnaires, and the assigned speeches afford ample opportunities to evaluate the progress of the student in attaining skills of research, in interviewing, and in organizing and presenting speeches. These activities also afford ample opportunity for evaluating the progress of the student in recognizing his interests and in evaluating his potentials and his expectations in selecting a possible occupation.

A special course in career education could be taught in high schools.

However, it would be better for students if career education philosophy permeated all courses and if career education goals were incorporated into regular classroom activities. The high schools then could graduate students who were aware of their potentials and of the options open to them in career opportunities.

END NOTE A

Questions for Classroom Discussion

The following questions are designed to provoke further thought on the subject and to stimulate student discussion on the program they have just seen.

1. Decisions made in regard to first job experiences should be based on " . . . facts about yourself." To what knowledge or understanding does this phrase refer?
2. How is knowing what you really want out of life related to your first work experience?
3. Why is the ability to communicate so vital?
4. Other than its value in initially getting a job, what are the benefits of a good education?
5. If you're uncertain about the type of work you'd like to do, where can you go or what can you do to help you determine your interests and aptitudes?
6. How can you tell if a job has very limited opportunities as far as your future is concerned?
7. What should you do if you can't get the job, at least for the time being, that you really would like to have?
8. Where can you get suggestions of available job opportunities?
9. How do you get a social security number?
10. What should be included in your "work history"?
11. What suggestions were given for helping you make a favorable impression at an interview?
12. Why do employers usually like to hear questions about advancement opportunities?
13. What are some of the common reasons for people being fired from their jobs?
14. What are some of the general things you can do to be successful in your work?

END NOTE B

The First Thing To Do: DETERMINE YOUR INTERESTS

Let's re-examine the fact that in a recent government survey only 9 percent of Americans stated that they enjoyed their jobs.

We think that one of the reasons why this figure is so low is that many of us do not spend enough time determining our own interests, our personality traits, our abilities, our values--and how these characteristics relate to career choice.

The following pages contain some questions to assist you in beginning to determine the kind of person you are and the kind of work you would enjoy. Your counselor will be able to assist you in further exploration of career choice.

Remember, almost three-fourths of your life will be spent working. You might as well enjoy it.

QUESTION 1

HOW DO YOU RATE YOURSELF?	<u>WEAK</u>	<u>AVERAGE</u>	<u>STRONG</u>
In your ability to do high school work:	_____	_____	_____
In your ability to do technical work, such as drafting:	_____	_____	_____
In your ability to do college work:	_____	_____	_____
In your ability to learn to use tools and machines:	_____	_____	_____
In your ability to do the same thing over and over:	_____	_____	_____
In your ability to get along with other people:	_____	_____	_____
In your ability to coordinate eye-hand operations:	_____	_____	_____
In your ability to persuade people:	_____	_____	_____
In your ability to analyze a problem:	_____	_____	_____
In your ability to appear before groups and analyze problems:	_____	_____	_____

EVERYONE HAS MANY ASSETS AND A PLENTIFUL SHARE OF WEAKNESSES

All right, be honest with yourself:

List your five strongest points:

List your five weakest points:

END NOTE B (cont'd)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

QUESTION 2

WHAT WOULD YOU PREFER?

WOULD YOU RATHER - Work with ideas?

Then you should be able to think in abstract terms to solve work-related problems.

WOULD YOU RATHER - Work with people?

Then you should have a pleasant personality and the ability to get along with others.

WOULD YOU RATHER - Work with objects?

Then you should have manual skills and some physical coordination.

WOULD YOU RATHER - Work independently?

Then you should have initiative, self-discipline, and organizational ability.

QUESTION 3

HOW WELL DID YOU DO IN SCHOOL SUBJECTS?

	<u>WEAK</u>	<u>AVERAGE</u>	<u>STRONG</u>
Mathematics	_____	_____	_____
Science	_____	_____	_____
Home Economics	_____	_____	_____
Music	_____	_____	_____
Physical Education	_____	_____	_____
Reading	_____	_____	_____
Art	_____	_____	_____
Vocational Skill Areas	_____	_____	_____
Creative Writing - Journalism	_____	_____	_____
Social Sciences	_____	_____	_____

END NOTE C

INVESTIGATE AN OCCUPATION

1. Name of the occupation _____
2. Job title _____
3. Exactly what does the worker do? _____
4. What tools or equipment does he use? _____
5. Does job require: High school education ? _____ College? _____
Technical school? _____ Other? _____
6. What qualifications, other than educational, are necessary?
Physical _____
Mental _____
Aptitude or personality _____
7. What are the working conditions and hours? _____
8. In what kind of business is this job found? _____
9. In what geographic location is this job found? _____
10. What are the opportunities for advancement? _____
11. List as many related jobs as you can. _____
12. What interests of yours would this job satisfy? _____
13. What abilities of yours is this job related to? _____
14. Will this job require more or fewer employees in the future? _____
15. What equipment will I be required to purchase? _____

END NOTE D

OCCUPATIONAL INTERVIEW FORM

GENERAL INFORMATION

Name _____ Occupation _____

Age: 20-30 30-40 40-50 above

Education:

Grade School (years) _____
 High School (years) _____
 Trade School _____
 College (years) _____
 College Degree _____
 Major Subject _____
 Special Training _____

Specific Information

1. What are the duties to be performed in the occupation?
2. Does the occupation have to do with people or things or both?
3. What are the facilities for obtaining the education and training for this occupation?
4. How expensive is it to prepare yourself?
5. What is the chance for advancement?
6. Are there special physical requirements as to age, height, build, or others?
7. Are the working conditions pleasant, healthful, and conducive to the best effort?
8. Are the hours of work reasonable and regular?
9. Is the work dangerous, and to what extent is it dangerous?
10. Is the work steady or seasonal? Might there be much overtime, night work, or rush work?
11. Is this field over-crowded?
12. What is the approximate beginning salary?
13. Will there be time and sufficient income for recreation and hobbies?
14. What satisfactions or rewards are derived other than financial?
15. Is the occupation likely to change because of new inventions, a change in public taste, or modern trends?

INTEGRATING CAREER EDUCATION INTO A
PRACTICAL WRITING COURSE

Janet M. Carr
USD #393, Salina

English
Concordia Workshop

COURSE TITLE: PRACTICAL WRITING

This course is designed for juniors and seniors to review and correct problems in reading, listening and writing skills and to inform them on sources and procedures in job planning, research and application. It is designed as an informal orientation course.

The eleven units to be covered in a nine-week term are:

- | | |
|--|-----------------|
| 1. Gaining Reading Skills | 5 class periods |
| 2. Straight Thinking | 5 class periods |
| 3. Listening Skills
continuing throughout the course | 1 class period |
| 4. Grammar Review | 4 class periods |
| 5. Building Vocabulary
continuing throughout the course | 1 class period |

6. Sentences and Paragraphs	2 class periods
7. Business Letters	4 class periods
8. Industrial and Business Forms	3 class periods
9. Job Planning	11 class periods
10. Communications	6 class periods
11. Getting Around	3 class periods

The plans in this paper are outlined by the day and include textbook references and accompanying activities. The goals for each unit are presented at the start of each unit. Copies of all supplementary material will be included following the lesson plans for the day they are introduced. A bibliography is listed at the end of the paper. The entire course will be bound in a notebook and used as a curriculum guide for the course.

On the junior-senior level of high school, the students, for the most part, are in the selective formulation process phase. One activity serving as an example of how this process phase fits in with the career components can be found in the unit on "Communications."

In this unit the student completes a personality inventory which helps him identify the self-characteristics that enable him to fit into both his working world and his social life (work and leisure).

He would also receive practice in using parking meters, following directions, and using maps, time tables, travel itineraries and time zones. This will not only help him in his work, should it involve travel, but also make his leisure time more satisfying.

Finally, his practice and review of telephone etiquette and communication by telegraph will not only assist him in his job and his use of leisure time, but also provide him with a primary knowledge of sources of information concerning them.

UNIT TITLE: Gaining Reading Skills - emphasizes self, work, and leisure

GOALS:

1. Answer the questions:
 - a. Why is the ability to read well important to you?
 - b. What are some of your reading weaknesses?
 - c. How can you improve your reading?
 - d. What kinds of reading do you enjoy?
 - e. Why does a worker need English?
2. Provide a review of skills necessary in following directions.
3. Provide practice in putting thoughts into writing.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

WEEK #1 TITLE: GAINING READING SKILLS

RESOURCES:

Vocational English Book I Unit #1, "Why the Worker Needs English"
Vocational English Book III Unit #1, "Gaining Reading Skills"
Modern English in Action Unit #5, "Reading Skills"
 "Basic Skills in Following Directions"

Day #1

- I. Read and discuss Unit #1, pp. 1-20, Vocational English Book I.

Day #2

- I. Read aloud Chapters 1 and 2, pp. 1-7, Vocational English Book III.
- II. Discuss questions 1 and 2, p. 4.
- III. Written assignment: #3, p. 4; #6, p. 6.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary.

Day #3

- I. Read aloud chapters 3 and 4, pp. 8-14, Vocational English Book III.
- II. Outline points 1, 2, 3, p. 9; 1-4, p. 12; 1-7, p. 13.
- III. Discuss questions 1-3 and 6, p. 10; 1, 2, 6, pp. 13-14.
- IV. Written assignment: #7, p. 10; #5, p. 13.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary.

Day #4

- I. Read aloud chapters 5 and 6, pp. 15-20, Vocational English Book III.
- II. Outline Chapter 6 in notebook.
- III. Discuss questions 1-4, pp. 16-17; 1 and 2, pp. 20-21.
- IV. Written assignment: #5, p. 18.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary.

Day #5

- I. Outline pp. 65-73, Modern English in Action.
- II. Activities:
 1. Complete Activity #2, pp. 68-69 and #3, p. 70, Modern English in Action.
 2. Written assignment: Select #3 or #4, p. 13, Vocational English Book III, and write a paragraph in notebook.

3. Work on study packet, "Basic Skills in Following Directions," due Tuesday.

UNIT TITLE: Straight Thinking - emphasizes self, work and leisure

GOALS:

1. Help student become aware of reading pitfalls of
 - a. Loaded words
 - b. Generalizations
 - c. Emotional responses
 - d. Half-truths
 - e. Distortions
 - f. Falsehoods
 - g. Propaganda
2. Emphasize difference between fact and opinion.
3. Answer question, "What is straight thinking?"
4. Provide practice in putting thoughts in writing.

HUMAN RESOURCES:

1. A local business.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.

WEEK #2 TITLE: STRAIGHT THINKING

RESOURCES: Vocational English Book III Unit #8, "Straight Thinking"

Day #1

- I. Read aloud chapters 1-3, pp. 181-194.
- II. Discuss questions 1-3, pp. 185-86; 2-4, p. 189; 10, p. 190; 2-3 and 5-7, pp. 193-94.
- III. Written assignment: #4, p. 186; #1, p. 189; #1, p. 193.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary

#9, pp. 189-190, put in notebook.

Day #2

- I. Read aloud Chapters 4-6, pp. 195-204.
- II. Discuss questions 2-8, pp. 197-98; 2-9, pp. 200-201; 2-5, p. 204.
- III. Written assignment: #1, p. 197; #1, p. 200; #1, p. 204.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary.

Day #3

- I. Read aloud Chapters 7 and 8, pp. 205-210.
- II. Discuss questions 3 and 5, p. 207; 2-7, pp. 210-211; 2-9 and 11-13, pp. 211-212.
- III. Written assignment: #1, p. 210.

Directions: Use each word in a sentence. Look up the meaning in a dictionary if necessary.

Day #4

- I. Field trip to local market for pricing exercise, "Basic Skills in Following Directions."

Day #5

- I. Written assignment: #1, p. 194; #1 and #10, p. 211.
Directions: Select one of the above and write a paragraph in notebook.

UNIT TITLE: Listening Skills - emphasizes self, work and leisure

GOALS:

1. Improve listening skills.
2. Provide practice in giving directions.
3. Provide practice in following directions.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

WEEK #3 TITLE: LISTENING SKILLS

RESOURCES: Modern English in Action Unit #4 "Tips for Better Listening"

Day #1

- I. Outline "Tips for Better Listening," p. 62.
- II. Activities: Have each student draw a geometric design, then describe to classmates to attempt to reproduce.
- III. This unit continues throughout the year in the form of lecture notes and tape recordings or speakers that the students will take notes on.

UNIT TITLE: Grammar Review - emphasizes self, work and leisure

GOALS:

1. Increase awareness of common grammar errors.
2. Evaluate and correct personal errors in grammar.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.

2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

TITLE: GRAMMAR REVIEW

RESOURCES: Vocational English Book III Unit #3, "Another Look at Words We Use"

Days #2 and #3

- I. Review grammar points in Chapters 1-6, pp. 41-79.
- II. Written Assignment: Do exercises in grammar study packet #1 and "Applying Your Knowledge," pp. 68-70 and 1, 3-8, pp. 75-77.

Days #4 and #5

- I. Do necessary supplementary exercises in grammar study packets #2 and #3 based on grades from study packet #1.
- II. Final grammar test: Use Vocational English Book II, pp. 133-135. Due Monday.

UNIT TITLE: Building Vocabulary - emphasizes self, work and leisure

GOALS:

1. Increase the vocabulary used in spoken and written communications.
2. Work on spelling problems of commonly used words.
3. Introduce and review technical terms used in business.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

WEEK #4 TITLE: BUILDING VOCABULARY

RESOURCES: Vocational English Book I Unit #8, "Learning Technical and General Terms"

Vocational English Book II Unit #10, "Word Study"

Day #1

- I. Pass out study packets based on units in Vocational English Book I, pp. 217-238, and Vocational English Book II, pp. 267-305. Use one day of in-class work; the rest of the packet is to be completed by the end of the term.

UNIT TITLE: Sentences and Paragraphs - emphasizes self, work and leisure

GOALS:

1. Review basics of sentence and paragraph construction.
2. Evaluate and correct errors in writing.
3. Emphasize importance of good writing techniques for business and personal writing.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

TITLE: SENTENCES AND PARAGRAPHS

RESOURCES: Vocational English Book I Unit #3, "Understanding Sentences" and Unit #6, "Building Paragraphs"

Days #2 and #3

- I. Use pretest Vocational English Book I Unit #3, p. 47 and achievement test, p. 95. If follow-up exercises are necessary, use "Applying Your Knowledge" in Unit #3, pp. 51-94.
- II. Outline Chapters 1-3, pp. 177-189 in notebook.

UNIT TITLE: Business Letters - emphasizes self, work, leisure and resources

GOALS:

1. Answer the questions:
 - a. What is a business letter?
 - b. How do you write a good business letter?
 - c. Do you know the proper form for a business letter?
2. Provide practice in writing a good letter.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help students understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

TITLE: BUSINESS LETTERS

RESOURCES: Vocational English Book III Unit #5, "Business Letters"

Days #4 and #5

- I. Outline Chapters 106, pp. 105-128 in notebook.
- II. Activities: Use "Wrapping Up the Unit," p. 126.
Write letters #2 and #8, address envelope #4 and #6.
Write letters #3 and #7, address envelope #4 and #5.

WEEK #5 TITLE: Continuation of "Business Letter" unit.

Days #1 and #2

- I. In-class work on writing and rewriting business letters.

UNIT TITLE: Industrial and Business Forms - emphasizes self, work and resources

GOALS:

1. Answer the questions:

- a. Why is it important to fill out forms neatly and accurately?
- b. What is a contract? lease? bill of sale?
- c. What is the difference between a savings account and a checking account?
- d. What kinds of contracts will you sign in the course of your life?

2. Learn the value and importance of business forms.

3. Provide practice in completing credit applications, personal business forms, and industrial forms.

HUMAN RESOURCES: Taped speech from a credit bureau on credit.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.

TITLE: INDUSTRIAL AND BUSINESS FORMS

RESOURCES: Vocational English Book III Unit #9, "Industrial and Business Forms"
Vocational English Book II Unit #7, "Business Forms"
 Tape from Credit Union

Days #3, #4, and #5

I. Read and discuss Unit #9, pp. 215-235, Vocational English Book III.

- II. Activities:
1. Listen to tape from Credit Union.
 2. Read Chapter #3, pp. 197-200, Vocational English Book II.
 3. Fill out credit applications in study packets.
 4. Read and discuss Chapters 1, 2, and 4, pp. 185-196 and pp. 202-206, Vocational English Book II.

UNIT TITLE: Job Planning - emphasizes self, work and resources

GOALS:

1. Answer the questions:
 - a. What effect does your school record have on your search for a job?
 - b. How do you go about finding a job?
 - c. How do you make a good impression at an interview?
 - d. What is a letter of application? What should it include?
 - e. How do you fill out a resumé? An application?
2. Provide practice in preparing resumé's and application letters and filling out applications.
3. Provide opportunity to talk with an employment agent.
4. Provide opportunity to see a business in operation.

HUMAN RESOURCES:

1. Speaker from employment agency.
2. Field trip to local business.

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values and needs.

WEEK #6 TITLE: JOB PLANNING

RESOURCES: Vocational English Book II, Unit #1, "How to Succeed at Your Trade"
Vocational English Book III, Unit #10, "Job Planning"
 "Basic Skills on the Job"

Days #1 and #2

- I. Read and discuss Chapters 1-10, pp. 1-48, Vocational English Book II.
- II. Activities:
 - 1. Have students rate a list of skills and attributes and compare with one done by employers.
 - 2. Go over reasons for rejecting job applications from Charm.

Day #3

- I. Read and discuss Chapters 1 and 2, pp. 239-245, Vocational English Book III, Unit #10.
- II. Activities: Introduce students to Career World magazine and other employment information about a career they might be interested in.

Day #4 Speaker from Employment Bureau.

Day #5

- I. Read and discuss Chapter 3, pp. 247-255, Vocational English Book III.
- II. Activities:
 - 1. Do supplemental sheets on Want Ads from "Basic Skills on the Job."
 - 2. Examine local papers for Want Ads. Use Salina Journal, Abilene Reflector-Chronicle, Topeka Capital, Wichita Eagle-Beacon.
 - 3. Have students prepare a "Job Kit" Vocational English Book III, Unit #10, pp. 247-255, due at end of term.

WEEK #7 TITLE: CONTINUATION OF JOB PLANNING UNIT

RESOURCES: Modern English in Action, p. 144
Vocational English Book III Unit 10 "Job Planning"
 "Basic Skills on the Job"

Days #1, #2, and #3

- I. Read and discuss Chapter #4, pp. 256-262, "Letter of Application," Vocational English Book III.
- II. Activities:
 - 1. Outline points on "How to Write a Letter of Application," p. 144, Modern English in Action.
 - 2. Fill out supplemental sheet "Writing a Resumé" from Basic Skills on the Job.

3. Write a resumé and letter of application for a job you discovered through the newspaper ads.

Day #4

- I. Read and discuss Chapter 5, pp. 263-268, "The Application Blank," Vocational English Book III.
- II. Activities: Fill out application blanks in supplemental study packet.

Day #5

- I. Field trip to Western Auto Supply Company to see a business office and warehouse in operation.

WEEK #8 TITLE: CONTINUATION OF JOB PLANNING UNIT

Day #1

- I. Read and discuss Chapters 6 and 7, pp. 269-277, Vocational English Book III.
- II. Activities: Complete study packet on Basic Skills on the Job.

UNIT TITLE: Communications - emphasizes self, work, leisure and resources

GOALS:

1. Review telephone procedures:
 - a. Directory
 - b. Dialing
 - c. Courtesy
2. Provide practice in writing and sending telegrams.
3. Review customs and social behavior.
4. Complete and analyze a personality inventory.
5. Provide practice in using the following:
 - a. Parking meter
 - b. Directions
 - c. Maps
 - d. Timetables

- e. Travel itinerary
- f. Time zones

HUMAN RESOURCES:

1. Guidance Counselor to interpret results of personality inventory

CAREER OBJECTIVES: The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.

TITLE COMMUNICATION

RESOURCES: Vocational English Book II Unit #3, "Communication" and Unit #8, "Getting Along with People"
"Basic Skills in Getting Around"

Days #2 and #3

- I. Read and discuss Unit #3, pp. 65-102, Vocational English Book II.
- II. Activities:
 1. Outline Chapter #5, pp. 87-89, "Types of Calls," Vocational English Book II.
 2. Do "Applying Your Knowledge," pp. 98-99, activities #2 and #3.

Days #4 and #5

- I. Read and discuss Unit #8, pp. 209-234, "Getting Along with People," Vocational English Book II.
- II. Activities: Have students complete a personality inventory.

WEEK #9 TITLE: CONTINUATION OF UNIT ON COMMUNICATION

Days #1 and #2

- I. Complete study packet: Basic Skills in Getting Around.

UNIT TITLE: Leisure Time - emphasizes self, leisure and resources

GOALS:

1. Answer the questions:
 - a. What is leisure time?
 - b. What is a hobby?
 - c. How influential are leisure-time activities?
 - d. What activities are active? Passive?
 - e. What activities are mental? Physical?
 - f. What activities can be done alone? With companions?
2. Investigate and analyze leisure-time activities, active and passive, mental and physical.

CAREER OBJECTIVES: The staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work and leisure.

TITLE: USE OF LEISURE TIME

RESOURCES: Vocational English Book II Unit #9 "Use of Leisure Time"

Days #3, #4, and #5

- I. Read and discuss chapters 1-7, pp. 237-265 Vocational English Book II.
- II. Activities: Complete all items on "Achievement Test," pp. 264-265 except 1, 7, and 16.

END NOTES

Christ, Henry I. Modern English in Action. Lexington, Mass.: D.C. Heath and Company, 1975.

Jochen, Albert E., and Benjamin Shapiro. Vocational English Book I. New York: Globe Book Company, Inc., 1968.

Jochen, Albert E., and Benjamin Shapiro. Vocational English Book II. New York: Globe Book Company, Inc., 1969.

Jochen, Albert E., and Benjamin Shapiro. Vocational English Book III. New York: Globe Book Company, Inc., 1971.

Young, Eleanor R. "Basic Skills in Following Directions: Lesson Sheets on Long-Run Spirit Masters." New York: Cebro Standard Publishing.

Young, Eleanor R. "Basic Skills in Getting Around: Lesson Sheets on Long-Run Spirit Masters." New York: Cebro Standard Publishing.

Young, Eleanor R. "Basic Skills on the Job: Lesson Sheets on Long-Run Spirit Masters." New York: Cebro Standard Publishing.

CAREER EDUCATION EMPHASIS IN ENGLISH:

JUNIOR HIGH LEVEL

Norma Wilson
USD #335, Ellinwood

English
Hutchinson Workshop

Read
Write
Speak
Listen

Emphasis on standard English for most careers

Test for interests.

Determine availability or prospects for careers

Define individual goals for one, five, ten, and fifteen years after high school graduation.

Invite counselor to speak to students about his services.

Show film strips or movies on careers.

Organize a career round table of community leaders.

Arrange a visit to the site of a chosen career.

Listen to video-taped reports.

Have students listen to reports of other students.

Students' activities include the following:

Read several magazine articles concerning career.

Read a biography of someone with this career.

Read and clip magazine and newspaper articles concerning this career.

Make a career booklet.

Make a careers bulletin board.

Play careers game.

Create a career doodle.
 Make a career word play of a vocation.
 Interview a person in a chosen profession.
 Write letters requesting participants for a panel of community leaders.
 Apply for a summer job. Use want ads in a local paper.
 Have a careers reception for panel participants.

Report on magazine articles.
 Report on biography.
 View and analyze video-taped reports.
 Use the K-View in counselor's office.
 Report findings for chosen career in Kansas.

Write for free materials concerning career.
 Role-play applicant and interviewer.
 Write thank-you letters to community leaders on panel.

A junior high unit in career education at this level should explore interests and abilities and encourage the adolescent to take a serious look at a number of job possibilities and potentialities. The unit should motivate the student to make adequate preparation for a career at an earlier age. Parental involvement in the unit would be welcome.

Intrinsically included would be a nucleus of meaningful activities relative to careers, using the four major areas of communication: reading, writing, speaking, and listening. The importance of standard English in most careers would be stressed.

Since an eighth-grade course entitled Career Education is currently offered to Ellinwood students, care should be taken not to duplicate activities. To circumvent this possibility, team teaching could be successfully employed, although the classrooms might be in separate buildings.

For instance, when letters of application were to be written, or other

language arts activities were to be prepared, the career education teacher and the English teacher would work closely. Other departments would provide expertise at appropriate times during the year.

Many students who complete high school are only vaguely aware of a career to pursue. Earlier focusing upon their abilities and aptitudes and on the requirements of certain professions should better prepare these students. They need to know the physical, mental, and emotional requirements of the occupation and to determine whether they have the capabilities for the job.

In testing, the guidance teacher would work closely with the career education teacher, and after the assessment of interest areas, various departments could provide impetus in guiding the student to attain skills and techniques for the occupation. Job availability or the prospectus for a particular job or career would be analyzed; and with all departments working to prepare each student for the working world that he will soon encounter, student failure could be minimized.

SUBJECT: English 7

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: x Self

TOPIC: Panel Discussion

TIME REQUIRED: 2 weeks

x Work

x Leisure

x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Invite several advanced English students, English instructors and college students to present a panel for the purpose of stressing the importance of standard English 2. This could best be used after a unit on letter writing. Thank-you notes should be written to participants upon conclusion of panel. Neatest letters could be mailed to panel participants.		Advanced English students Senior English instructor College students	Students will hear and become more aware of the importance of speaking and writing with skill, in order to function well in high school as an immediate objective, and in life.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 7

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Research and Oral Reports

TIME REQUIRED: 2 class periods

☒ Work

Home work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Read newspapers, pamphlets, or magazine articles about careers. 2. Clip articles or write reports about career of interest. 3. Present findings to the class.	Newspapers, magazine articles, pamphlets, materials from guidance office, home of the library.	Librarian Counselor	This oral interpretation of possible careers gives added impetus to career potentiality and added dimension or oral interpretation to that exploration.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 7

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Organizing a Booklet
Career

TIME REQUIRED: 3 class periods
Home work

☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Make a career booklet using magazines or newspapers with articles of interest on possible careers.	Construction paper Scissors Pens Magazines Newspapers		Seventh-grade students can begin exploring areas of interest for potential careers.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 7

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Career Doodle

TIME REQUIRED: 2 class periods or homework

☒ Work

Career Word Play

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Make a career doodle out of an area of interest. (or) Make a word play out of possible career choice. 2. Make a Career Bulletin Board using the above materials.			These art forms can stimulate students' imagination for careers.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 8

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Oral Reports

TIME REQUIRED: 1 week

☒ Work

Biographies - Careers

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Research and locate biography, magazine article or newspaper article about someone with related career of interest.	Readers' Guide Biographies Card file Vertical file	Librarian	Students should explore, read widely and concentrate on one interest area and explore it more fully.
2. Interview someone with the career. Tape the interview to share with class.	Video-tape Cassette and tape	Person to be interviewed	
3. Video-tape oral reports.			

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 8

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Listening, Panel Discussions, Letter Writing

TIME REQUIRED: 2 weeks

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Write letters of invitation to community leaders asking each to appear on a panel for the purpose of explaining his or her job, its assets, its liabilities and the prerequisites for this job. 2. This could be followed with a reception for the panel. 3. Thank-you notes should be written to panel members.	1. Letter Writing Unit 2. Invitation to community leaders	Community leaders	1. Students will improve skill in writing business letters. 2. Students will have direct contact with questions and answers about job. 3. Students will learn the importance of good manners in the business world.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 8

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Guidance Services

TIME REQUIRED: Student's Convenience

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Visit the guidance room to see what the K-View reads for particular interest areas of students for particular jobs in Kansas.	K-View	High School Counselor	Student becomes aware of job potentiality for a particular skill for a job in Kansas, which could result in attainment of this career or disregarding it in favor of another.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 8

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Guidance Services

TIME REQUIRED: 1 class period

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
Invite counselor to speak to English students about his services and to administer Kuder-E General Interest Inventory.	Kuder-E General Interest Inventory SRA	High School Counselor	Student becomes aware of guidance services, the counselor, and the guidance office.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 8

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Letter Writing

TIME REQUIRED: 2 class periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Following the letter-writing unit and other discussions pertaining to <u>Roots</u> by Alex Haley, students write letters to the genealogy division of the Wichita library to search for information concerning their heredity. Letters are mailed if parents and students wish them to be.	Paper, pen, stamped envelope Address:		1. Additional skill in writing business letters is attained. 2. Students realize the intrinsic value of tracing their "roots."

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 9

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: The Essay

TIME REQUIRED: 2 weeks

☒ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
Write a critical review of a movie or TV show.	Works of contemporary critics: Rex Reed Judith Crist Pauline Kael		Student should learn to recognize the importance of critical reviews and attain a degree of skill in critical analysis.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 9
 TOPIC: Film Making

GRADE LEVEL: 7, 8, 9
 TIME REQUIRED: 3-6 weeks

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Make an 8 mm. film illustrating one of the major pieces of literature studied this year. 2. Design movie set. 3. Work up period costumes 4. Handle lighting techniques. 5. Act in the silent picture.	Books containing <u>The Odyssey</u> and <u>Great Expectations</u> Film 8 mm. Camera Projector	Members of drama staff	Students get an overview of production techniques after exposure to great literature.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 9

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Play Writing

TIME REQUIRED: Varies upon unit

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Write a short original play during one of the drama units. 2. Plan the staging for this play.	Materials for set design	Instruction in blueprint symbols, scale drawing, etc.	Originality has no substitute for increasing self-esteem, self-approval and the student's well-being.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: English 9

GRADE LEVEL: 7, 8, 9

CAREER COMPONENTS: ☒ Self

TOPIC: Advertising Techniques

TIME REQUIRED: 3-4 weeks

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Student studies advertising techniques.	Advertising unit that involves both text and observations in written and spoken advertising techniques.		1. Students recognize the importance of advertising in their daily lives.
2. Student writes television commercial.			2. Students learn discrimination in buying.
3. Student makes poster for this imaginary product.	Poster materials		
4. Students produce and video-tape these original TV commercials.	Video tape		

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

CAREER EDUCATION EMPHASIS IN
SENIOR HIGH SCHOOL SPANISH

Frances Miley
USD #345, Topeka

English and Foreign Language
Topeka Workshop

INTRODUCTION

The purpose of this paper is to outline some instructional processes which may serve as a basis for developing and implementing a career education program within the foreign language department at Seaman High School. The writer identifies some educational experiences in the Spanish department and offers suggestions for helping students prepare for various life roles in which the components of self, education, economics, work, leisure, resources and decision-making are applied to occupational and educational choices.

GOALS

The Spanish program at Seaman High School has the following basic goals:

1. To encourage students to accept some basic cultural differences between the people of the United States and people who live in countries speaking Spanish.

2. To encourage students to become aware of the growing importance of Spanish in the bilingual culture of the United States and to recognize the influence of English on the culture of countries whose principal language is Spanish.
3. To develop the ability to formulate rules about Spanish which can be applied to new, yet similar, situations.
4. To develop a knowledge of sufficient fundamental vocabulary and of grammar, syntax and Spanish usage that will allow students to express simple ideas and thoughts orally or in writing.
5. To develop reading skills that will make it possible for students to understand and enjoy various types of Spanish writing.
6. To develop a sense of confidence and satisfaction in speaking Spanish with others.

COURSE DESCRIPTIONS

Beginning Spanish 1, 2, 3

A full year is required and emphasis will be placed on listening to and speaking Spanish. At first the students will listen to and repeat the pronunciation and sentence patterns given by the teacher. At the end of the first two weeks they will begin to use the text and will do reading writing of typical simple sentences. The language laboratory will be used extensively and students will be able to listen to and to practice drills with native speakers of Spanish. Songs will be learned and filmstrips of cultural items will be used. By the end of the year, students should be able to write simple sentences in Spanish and to carry on short, simple conversations. The text used is Usted y yo by Zenia Sacks Da Silva.

Intermediate Spanish 1, 2, 3

A full year is recommended and Beginning Spanish is a prerequisite.

The second year will include a continuation of the development of pronunciation, listening and speaking skills. At this level more emphasis will be placed on writing and reading Spanish. By the end of the year students should be familiar with the structure of Spanish and basic grammatical points. Students will be encouraged to take part in the state Spanish contest at Wichita State University. They will memorize prose or poetry selections of famous Spanish authors and those who participate in the Concurso may sing, dance, have conversations with native speakers, deliver original orations, or write original compositions. They will also be encouraged to take the written NATSP National Spanish test. The texts used are Usted y yo and Nuestro Mundo by Zenia Sacks Da Silva.

Advanced Spanish

Enrollment for one, two or three triads (12 weeks each triad) is possible. The prerequisite is two years of Spanish. The needs and interests of the individual students enrolled will be taken into consideration each triad. Emphasis will be placed on special vocabulary needed for travel, on composition and on grammar review. Individualized learning packets that will help students learn to read today's foreign newspapers for information and enjoyment will be completed. Samples of current newspapers and magazines from Mexico, Spain and Latin America will be available. Studies of the cultures of Mexico, Spain and other countries in Latin America may be made. During the last triad a field trip will be made to the Nelson Art Gallery and to the Plaza area in Kansas City to see original works of famous Spanish artists and examples of Spanish and Italian architecture and art. An individualized learning packet comparing the sister cities

of Seville, Spain, and Kansas City, Missouri, will be used. Students will work on materials for the state Spanish contest and will take the National Spanish test.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Translation	1. Students will choose from four selections a poem or prose selection written by a famous Spanish author. a. This same selection will later be memorized by the student, and he will be encouraged to enter the State Spanish Concurso held in the fall at Wichita State University. b. As translation of this material is sometimes difficult and some students will choose the same selections, students may work together in small groups in arriving at a translation. c. Each group will present its English translation and then read the selection aloud in Spanish. Special note will be made of difficult words or idiomatic usages that present problems. 2. Students will study examples of typical business and personal letters written in Spanish. a. Students will be given dittoed copies of simple business letters such as those sent to businesses in the Topeka area who are doing business in Spanish-speaking countries. b. Students will compare the style and form of some Spanish business letters with typical English business letters.	1. Concurso material, Wichita State University, Wichita, Kansas (the material is mailed each year to teachers who request it). 2. Seymour Foods, DuPont, Goodyear and Allis-Chalmers are examples of businesses in Topeka that do business in Spanish-speaking countries and sometimes seek part-time translation help. <u>Foreign Languages for Business</u> filmstrip, Spanish cassette, text. Wible Language Institute Inc., Allentown, Pa.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA

ACTIVITY

EVALUATIVE CRITERIA/BIBLIOGRAPHY

Translation (continued)

R. M. Mata, El Gran Libro de la Moderna Correspondencia Comercial y Privada, Continental Book Co., Long Island City, New York.

Humberto Casagrande, Manual Práctico de Correspondencia Privado y Comercial, Continental Book Co., Long Island City, New York

3. Students will find examples of instructional or informational materials prepared for Spanish-speaking individuals in the United States or for use in industries using a bi-lingual approach.

4. Students will research job opportunities in Kansas for those who have Spanish as a second language.

5. Students will research job opportunities as translators or bi-lingual employees in U.S. government offices at home or abroad.

3. Examples: Government booklets on health, food, consumer economics, etc.; El Manual del Operador de la Máquina de Lavar Platos (dishwashing manual of Sambo's); Adventuras Sin Fin--Días Llenos de Diversion--La Historia que es Texas (Six Flags Over Texas brochure); Bell Telephone Co. brochures.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Spanish Cuisine	1. Students may choose any simple dish or beverage typical of a Spanish-speaking country. Food will either be prepared ahead of time at home or in one of the kitchens of the home economics department. The food will be served during class in the language laboratory. 2. Students will plan an annual language banquet to which the public will be invited. a. If possible, the banquet will be a joint undertaking with the French department. b. Typical Mexican food will be prepared by the La Siesta in our school kitchen and some faculty members from other subject areas and administrators will be invited to attend. c. Students from our two junior highs, who are studying Spanish, will be encouraged to attend. d. A program of Spanish songs, instrumental music and dances, prose or poetry selections and short comedy acts will be planned by the students. e. Table decorations will be made centering on a particular theme for the year, and individual programs will be written in Spanish or Spanish and French.	Ana M. Calera, <u>Cocina Castellana</u>. (Dishes of Spain) Elena Zelayeta, <u>Elena's Secrets of Mexican Cooking</u>, Prentice-Hall, 1965. Marina Pereyra de Aznar and Nina Froud, <u>The Homebook of Spanish Cookery</u>, M. Barrows and Company.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
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Spanish Cuisine (cont'd)

3. The Spanish Club and third-year class will sponsor a taco supper in the home economics room before one of our home basketball games.

4. The third-year class will plan a field trip to one of our local Mexican or Spanish/Puerto Rican restaurants in the evening.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Careers Using Spanish	1. An airline stewardess or employee of Braniff Air Lines, Pan-American Air Lines, etc. will be asked to speak to the class.	1. If possible, students will try to secure these speakers and will be given extra credit.
	2. A field trip will be planned to the LULAC Educational Service Center at 214 W. 6th in Topeka and to the LULAC Multi-Service Center for the Elderly at 218 N. Branner during national LULAC Week.	2. If possible, students will be given extra credit for doing volunteer work at the LULAC Multi-Service Center for the Elderly. Director of LULAC Educational Center - Jose Cordero. Director of LULAC Elderly Center - Pat Gómez.
	3. A former Seaman student who has worked with the Peace Corps or a similar organization in a Spanish-speaking country will be asked to tell the class of some of his/her experiences.	

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Field Trips	1. Class trip to Nelson Art Gallery in Kansas City, Missouri, and to the Plaza area. a. The class will leave Seaman by school bus at 8:30 and return to Topeka about 6:30 p. m. b. A conducted tour of Spanish art, the Spanish chapel and the cloister area will be arranged. c. Students will have an additional 45 minutes in the Gallery to visit individually any sections they wish to see. d. Students will be taken by bus to the Plaza area where they will spend 3 1/2 hours. They will be given pictorial maps and directories of stores and may eat lunch wherever they choose. e. Students will be given a map with a number of locations of art objects that can be found in the Plaza. They will be asked to locate as many as possible and to identify them by title or brief description on a numbered list. f. Special attention will be paid to the replica of the Seville Tower on Swanson's, the Seville light and the new Seville Square with its shops and cafes. g. Students will be encouraged to eat in Seville Square or at Putsch's Sidewalk Cafe and to try different foods.	1. Nelson-Atkins Gallery 4525 Oak Street, Kansas City, Mo. Education Department Tours <u>A Walking Tour of Plaza Art</u> (pamphlet and directory) published by Country Club Plaza Association, Kansas City, Mo. Students will be given credit for going on the trip and for writing an account of the trip in Spanish after they return. Extra credit will be given for each art object located over a required number.

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Field Trips (continued)	2. Bus trip to State Spanish Concurso held at Wichita State University on the last Saturday in October. a. A school bus will transport 40-50 intermediate and advanced students to the contest. b. The bus will leave school at 6:00 a. m. and return about 8:30 p. m. c. Students will perform in various categories from 9:00 until 1:00. They will eat lunch whenever it is convenient for their performance schedules. Advanced students will enter 2 or more categories which include recitation from memory of Spanish prose or poetry, delivery of an original speech on an assigned topic, conversation with a native speaker, sight reading of an unfamiliar passage, singing, dancing, and presentation of short plays. d. Students will attend the special program featuring Spanish music, dancing, etc., in the afternoon. e. Before returning to Topeka, the group will eat at a Mexican restaurant located in Wichita.	2. State Spanish Concurso for high school and junior high school students. Dr. Eugene Savaiano, Department of Romance Languages, Wichita State University, Wichita, Kansas

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Metric System (3-4 days)	1. Students will be shown a short film in color to introduce the metric system. This film uses an inchworm, which follows a decimal point to the International System of measure.	1. <u>Metrics for Measure</u> (color) 12 min., Bailey Film Associates, Inc., 1975.
	2. Students will be given a short booklet on "Makin' It Metric" with conversion tables and explanations in English.	2. <u>Milli Meter Maid "Makin' It Metric,"</u> Fate, Incorporated, Wichita, Kansas.
	3. Conversion problems will be given in Spanish similar to those found in English texts used as references.	3. <u>Think Metric</u> , Audiovision, Inc., Southwestern Publishing Co., Cincinnati, Ohio
	4. A chart on "Tamanos y medidas" (English sizes of shoes, shirts, and slacks with their comparable Spanish numbers) will be given to each student. Students will be asked to convert given English sizes to Spanish and to determine their own sizes.	
	5. Skits will be given in which students will use Spanish sizes and metric numbers.	
	6. Students who wish to do so may prepare for extra credit recipes using grams and milliliters.	6. <u>Recipes from Novedades</u> (Sunday edition), Mexico, D.F.
	7. Students may also convert recipes using teaspoons, tablespoons, cups to the metric system.	
	8. Students may draw house plans labeling the rooms in Spanish and using the metric system for room sizes.	

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
Comparative Cultures (5-6 days without follow-up quest activities)	1. Kansas City, Mo. - Sevilla, Espana Sister Cities of the World a. The student will be given a letter designed to arouse his interest in the project. After reading the letter, he will take a Pre-Test of general questions about Seville and Spain. b. Slides of Seville will be shown and described by the teacher. The student will practice the pronunciation given and will write the title of the slide on a sheet in his learning packet. These slides will include such things as the Giralda Tower, the Cathedral, the Seville Light, fountains, statues, etc. c. Background material on the Nelson-Atkins Gallery and Museum and on some of the art objects that will be seen there will be given to the student. This will include a brief background on each artist represented. The procedure to be followed on a guided tour will be explained, and students will be told that they are to write about their impressions of the field trip in class--the day after we take the trip. d. The student will be given a brief history of the Country Club Plaza and information that will explain the two reproductions in Kansas City that are symbols of the spirit of friendship and good will that unites the sister cities of Sevilla, Espana and Kansas City, Mo.	1. Individualized learning packet prepared by teacher for each student. 60 slides of Seville, Spain Wible Language Institute, Inc., Allentown, Pa. <u>Sevilla</u>, Publication of the Ministry of Information and Tourism, Sevilla Handbook, Nelson Gallery of Art, Atkins Museum, Kansas City, 1969 <u>The Seville Light and The Giralda Tower</u> J.C. Nichols Company on behalf of the Sister City Commission

SUBJECT: Third Year Spanish

GRADE LEVEL: 11, 12

SCHOOL: Seaman High

MAIN IDEA	ACTIVITY	EVALUATIVE CRITERIA/BIBLIOGRAPHY
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Comparative
Cultures (cont'd)

e. Students will write during class time a report of their trip, including in this report something they particularly enjoyed in the Spanish art section of the Nelson Art Gallery and something they liked in the Plaza area. The report will be written in Spanish and it may be in the form of a letter to someone telling about the class trip.

f. Students will be given a choice of additional activities as quest activities, such as (1) a report in detail on the life of one of the artists whose original works we were able to see, (2) additional information on Sevilla, (3) additional information on the sister activities of Kansas City and Sevilla, (4) an assignment to read "Una Antigualla de Sevilla" and answer the questions at the end.

2. Students will be asked to gather information on the Kansas-Paraguay Cooperative Alliance as Sister States of the World.

3. Students will be asked to read any available material on cross-cultural understanding, particularly of Spanish teenagers.

"Una Antigualla de Sevilla," Corazon de Espana, Augusto Centeno, (Duque de Rivas story of Peter I, pp. 114-118).

3. Tora Tuve Ladu, What Makes the Spanish Spanish, American Foreign Language Teacher Publications

Jane M. Bourque, Eva Llorens Allen and Sandra Marceau Briggs, The Spanish Teenager, American Foreign Language Teacher Publications

FINE ARTS

FINE ARTS

INTRODUCTION

Pameline S. Shipley of Haven High School shows activities in courses of introduction to art, drawing, jewelry, and crafts. Elaine Ferris, who teaches seventh and eighth grade art in Garden City, suggests that the experience of working in various media and learning art concepts, students will explore career possibilities. An awareness of art-related careers and the employable skills provides part of the content of art and crafts courses taught by Jeanne Cox of Halstead. Charles Athey of Overland Park presents an overview of careers in music: performer/conductor, the military, business, recording, composer/arranger, and teacher.

CAREER EDUCATION IN THE HIGH
SCHOOL ART PROGRAM

Pameline S. Shipley
USD #312, Haven

Fine Arts
Topeka Workshop

INTRODUCTION

Modern man is surrounded by art. Man is entertained by fine artists and musicians, clothed and sheltered by talented designers and architects; and he finds that art, when combined with the sciences, becomes an integral part of modern technology.

Besides the obvious uses in our society, art is also a valuable leisure tool. Because of the ever-increasing amount of leisure time, man should be aware of all the possibilities that allow him to express himself or to enjoy the expression of others. Therefore, it is the responsibility of today's educational institutions to prepare our students for life after graduation through a program of career education. Through this program art educators can give the students the opportunity to acquaint themselves with various art professions, as well as the knowledge for appreciation and the skills for self-expression. Art is

important, not only for those who possess the ability to make it their profession, but also for those who wish only to create and enjoy.

COURSE DESCRIPTIONS

Introduction to Art: A prerequisite to all other art courses 1/2 unit

Introduction to Art is designed to give the student a basic art foundation. Areas to be covered include basic design and color, perspective, drawing, painting, and lettering. Crafts will be discussed briefly.

Drawing: Prerequisite: Introduction to Art 1/4 unit

Subjects will deal with the simple object as well as the more complex subjects. Media will include pencil, charcoal, pastel, ink and combinations of these. Students will be required to keep sketchbooks.

Ceramics: Prerequisite: Introduction to Art 1/4 unit

A review of the basic techniques of pottery making, with projects being done in the three basic methods of pinch, coil, and slab.

Basic Jewelry: Prerequisite: Introduction to Art 1/4 unit

This class will learn the fundamentals and techniques of basic jewelry making and design. Students will work primarily with silver, copper, and pewter. Students are requested to pay a fee for materials used.

General Crafts: Prerequisite: Introduction to Art 1/4 unit

The student will have the choice of working in any or all of many areas

and media. Emphasis will be placed upon stitchery, leathercraft, decoupage, and tole painting. Students will pay for or furnish required materials.

Candlemaking: Prerequisite: Introduction to Art 1/4 unit

Candles from the simple to the complex will be made. Students will furnish their own wax and candle scents.

Macrame: Prerequisite: Introduction to Art 1/4 unit

The art of tying knots . . . simple and complex designs will be attempted. Students will furnish supplies for specific projects.

Woodcarving: Prerequisite: Introduction to Art 1/4 unit

Both relief and free-form carving will be explored. Student will be asked to furnish wood.

Commercial Art: Prerequisite: Introduction to Art 1/4 unit

The art of advertising is studied, with emphasis on hand lettering, posters, and displays.

Painting: Prerequisite: Introduction to Art 1/4 unit

The media of oil, acrylic, and watercolor will be used for a variety of subjects. Students will be asked to supply oil and acrylic paints.

Advanced Art: Prerequisite: Introduction to Art 1/4 unit

This class is designed for the student who has had one or more semesters of art. The subject matter and media will be chosen by the individual student,

and projects will be assigned with the teacher's approval and guidance.

(GOLD SLIP CLASS.)

OBJECTIVES

The career objectives listed below apply to the high school curriculum, with emphasis directed toward the fine arts. Each of the lesson plan sheets will indicate, at the bottom of the page, the number of the objective or objectives which apply to its lesson. The objectives include:

1. To help students identify their abilities and relate them to job possibilities. (Self)
2. To relate subject matter to specific careers. (Work)
3. To make students aware of career resources within their area through community involvement. (Resources)
4. To help students become aware of skills that relate to self-fulfilling leisure-time activities. (Leisure)
5. To aid students in developing skills in finding and keeping a job.
6. To aid students in developing the basic skills necessary for art-related careers.
7. To provide the information for attaining the goals the students have chosen for themselves.
8. To allow students the means for self-expression.

SUBJECT: Introduction to Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Basic Design

TIME REQUIRED: 6 weeks

 x Work

 Leisure

 Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss the basic principles and elements of design. 2. Using simple line designs, illustrate the basic principles. 3. Students are then asked to create six simple designs illustrating the basic principles of design. 4. Simple designs should be composed of lines and shapes cut from neutral shades of construction paper and glued to a white base paper. 5. Design #1 should consist of 3 lines and/or shapes; design #2, 5 lines and/or	Scissors Glue Construction paper Drawing paper		Students become aware of design in the world around them. Ex. Student will be able to identify examples of design in the world around him.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 6, 8)

- 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Introduction to Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Basic Design (cont'd)

TIME REQUIRED: 6 weeks

 x Work

 Leisure

 Resources

Activities	Material Resources	Human Resources	Outcomes
5 (cont'd) shapes; design #3, 7 lines and/or shapes; design #4, 9; design #5, 11; design #6, 13. 6. When all six designs are completed, they are then to be attached to a larger sheet.			

CAREER OBJECTIVES--The school staff will:

- 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Introduction to Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Basic Color

TIME REQUIRED: 6 periods

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss basic color, including the color wheel, and color schemes. 2. Hand out vocabulary terms 3. Students are then asked to construct a 3-D box with at least six sides. 4. They are then to design each side of the box and finish in one of the basic color schemes discussed. 5. Finished boxes should be coated with a polymer.	Scrap poster board Tempera paint Mat knife Glue Acrylic polymer Brushes		1. Students become aware of color and its uses. 2. Students learn of careers where color is important.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 6, 8)

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Drawing

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Figure Drawing

TIME REQUIRED: 7 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Study the human form--the bones and muscles, the shape, its appendages, how one part relates to another, position and angled, perspective. 2. Using models from the class, begin 3-5 min. pencil sketches, one figure. Emphasize whole figure position minimum of line. 3. Each day, increase length of time and eventually the number of figures. Increased time will give the opportunity for more detail.	Paper Pencil Charcoal Eraser Pastel Pen and ink	Models	1. Introduce the student to the human form, its shape, and its movements. 2. Give basic instruction for those who might be considering a career in fashion design.

CAREER OBJECTIVES--The school staff will:

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Drawing

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Figure Drawing (cont'd)

TIME REQUIRED: 7 periods

x Work

x Leisure

x Resources

Activities	Material Resources	Human Resources	Outcomes
4. Eventually, the student should be able to capture the basic figure in 3-5 minutes. The remaining time can be used to show detail of clothing, hands, and facial features. 5. For an outside assignment, student could be asked to do a number of figure sketches of students as they pass through the halls or eat lunch.			

CAREER OBJECTIVES--The school staff will: (Numbers 1, 4, 6, 8.)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Ceramics

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Potter's Wheel

TIME REQUIRED: Indefinite

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Review clay, its make-up, locations, preparation of, etc. 2. Arrange for a potter to visit class and demonstrate on potter's wheel. Answer questions. 3. Prepare clay for wheel. 4. Throw. 5. Successful pots may be fired and finished with stains and glazes. 6. Students are to stack and fire kiln. 7. Class may decide to display and sell pots.	Clay Clay tools Sponge Potter's wheel Stains Glazes Kiln Kiln furniture	Potter	1. Students will see a potter at work. 2. After visiting with the potter, seeing him work, and then attempting the process, students should understand a little more what it is like to be a potter. 3. Students gain experience in display and selling. 4. Students gain enjoyment.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 4, 6, 7, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Jewelry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Silver Caste

TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit with a silversmith to discuss various types or methods of casting. 2. Discuss design. 3. Using pencil sketching, design a number of possible jewelry pieces. 4. Select a design and construct, using bee's wax. Bee's wax piece should resemble the finished silver piece. 5. Discuss types of molds and their construction. 6. Construct a mold around the wax design, using a method discussed. 7. When dry, melt wax out of mold.	Silver Borax Bee's wax Alcohol lamps Molding tools Paper Pencil Casting sand Centrifugal caster Propane torch	Silversmith	1. Learn a new process. 2. See a professional at work. 3. Gain satisfaction of designing and making own jewelry.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Jewelry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Silver Caste (cont'd)

TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
8. Caste mold. 9. Remove silver from mold and finish by filing, sanding, buffing, and polishing.			

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 4, 6, 7, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Crafts

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Low-level Relief

TIME REQUIRED: 3 periods

☐ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Study basic 3-D design problem. 2. Review basic design. 3. All the materials used should be found and brought to class by the student. 4. Design the relief. The relief should be constructed in a manner so that it can be viewed from the side as well as the front.	Scrap materials Discarded materials Cardboard Wood Glue Wire Scissors Knives		Student may become aware that many materials that are not normally considered "art" materials may be used as such.

CAREER OBJECTIVES--The school staff will: (Numbers 3, 4, 6, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Candlemaking
 TOPIC: Sand Caste Candles

GRADE LEVEL: 10-11-12
 TIME REQUIRED: 3 periods

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit a candle shop to observe different styles of candles. Notice displays. 2. If there is a candlemaker available, observe the techniques and procedures of various types of candles. 3. Discuss types of candles, molds, wax, temperatures, colors, and scent. 4. Discuss sand-caste candles. 5. Break up wax and begin to melt. 6. At same time shape mold in the sand. (Sand should be damp.)	Wax Color Double boiler Hot plate Wick Wax thermometer Propane torch Carving tool	Candlemaker	1. Learn a leisure time activity. 2. Observe candlemaking as a career.

CAREER OBJECTIVES--The school staff will:

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Candlemaking

TOPIC: Sand Caste Candles
(continued)

GRADE LEVEL: 10-11-12

TIME REQUIRED: 3 periods

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
7. Watch wax closely; temperature should be high (300-350) for a sand candle. The higher the temperature, the thicker the coating of sand on the outside of the candle. 8. Add color while wax is melting. 9. When wax reaches its desired temperature, add scent and pour into sand mold. Insert wick. 10. When cool, add any additional wax that might be needed. 11. Remove from sand; let coating dry. 12. When coating is dry, the candle may be carved.			

CAREER OBJECTIVES--The school staff will:

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Candlemaking

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Sand Caste Candles
(continued)

TIME REQUIRED:

☐ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
using a propane torch to heat the surface and a tool to scrape away unwanted areas of sand. 13. Finished candle should be displayed using an appropriate holder.			

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 4, 6, 7, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Macrame

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Wall-hanging

TIME REQUIRED: Indefinite

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit a craft shop and a weaver to observe and acquire ideas. Discuss different types of materials, such as yarn, rope, string, etc. 2. Discuss and study the various types of knots. Practice tying. 3. Learn to understand instructions and patterns. 4. Discuss measuring and cutting of materials. 5. Design a wall-hanging using the knots studied. Measure and cut cords. 6. Complete wall-hanging.	Macrame pins Yarn, rope, string, Beads (opt.) Dowel rod	Weaver Craft shop owner	1. Students see a weaver at work. 2. Students learn a leisure time activity.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 3, 4, 6, 7, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Woodcarving

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Relief

TIME REQUIRED: Indefinite

☐ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss wood in relation to woodcarving, the types of tools used, and the technique of carving. 2. Discuss the term "relief" and basic design. 3. Ask that each student complete a number of pencil sketch ideas, centering on geometric designs. 4. Select one design, transfer to board and begin carving. 5. When carving is complete, finish by sanding, staining, and possibly adding a clear finish coat.	Wood Woodcarving tools Paper Pencil Razor blade Wood stain Sandpaper Clear varnish		1. Understand the qualities and limitations of some types of wood. 2. Gain enjoyment.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 6, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Book Jackets

TIME REQUIRED: 5-7 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit bookstore to observe various types of book covers. 2. Select a familiar short story or novel. 3. Do a series of sketches illustrating the selection. 4. Choose one and complete in one medium or in mixed media.	Construction paper Pen and ink Glue Mat board Paint Brushes	Bookstore manager	1. Experience the work of an illustrator. 2. Provide self-expression

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Record Album Cover

TIME REQUIRED: 5-7 periods

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit a record counter to observe different types of album covers. 2. Discuss the qualities in an album cover that help to sell a record. 3. Review basic design and color. 4. Choose a particular song and design a cover illustrating that song. 5. When the design is perfected, it should be finished in color or black and white on board of appropriate size.	Paper Pencil Paint Pastels Pen and ink Poster board		1. Provide the opportunity to sample what an illustrator might do. 2. Give the student the chance to express what a particular song might mean to him.

CAREER OBJECTIVES--The school staff will: (Number 1, 2, 5, 6, 7, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Posters and Signs

TIME REQUIRED: 5 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Travel to a print shop or sign company to visit and observe layout artists and the printing process. 2. Upon return, discuss observations at length. 3. Review basic design and color. 4. Students are given an event or product for which they are to design and finish a poster or sign advertising said event or product. 5. Class critique on finished projects.	Poster board Pencil Eraser Paint Pastels Pen and ink	Layout Artist	1. Observe the work of a layout artist. 2. Encourage the students to think and create independently. 3. Provide an opportunity to give and accept constructive criticism.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Greeting Cards

TIME REQUIRED: 5-10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Tour Hallmark Cards. 2. Visit a card shop to absorb ideas and observe displays. 3. Student is asked to design a greeting card. 4. When finished, design should be transferred to a silk-screen to be printed. 5. Print. 6. Verses should be hand-lettered in ink. 7. Upon completion, class could set up a card display and sell cards to fellow students.	Paper Pencils Silk-screen Printing inks Print paper Pen and ink Display materials	Hallmark representative Owner of a card shop	1. Students will be able to trace a greeting card from its original idea, to its design, lettering, printing, display, and sale. 2. Students observe artists at work. 3. Students receive the experience of designing, displaying, and selling work.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Lettering

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Lettering Notebook

TIME REQUIRED: Indefinite

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Students observe different types of lettering styles in magazines and newspapers and various forms of advertising. 2. Students are asked to collect as many different types of lettering as possible. 3. These collected forms of lettering are to be filed and labeled, for future reference, in a notebook, according to basic type. 4. Notebook will be a reference guide for commercial art projects.	Notebook		Acquire a good reference guide.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 6, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Lettering

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Pen and Ink Letters

TIME REQUIRED: 5 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Observe different types of lettering styles in books, magazines, newspapers, and advertising. 2. Visit with a commercial artist to discuss techniques and types of styles used. 3. Study and practice lettering styles using a lettering pen. 4. Select a quotation and letter in an appropriate style.	Pen holder and points Ink Paper Practice paper	Commercial artist	1. Students will become acquainted with the various lettering styles and be able to recognize them. 2. Students will become skilled in pen and ink lettering. 3. Students will observe a lettering artist at work.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Lettering

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Letter Variations

TIME REQUIRED: 2-4 periods

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Observe types of lettering in magazines, newspapers, and other forms of advertising. 2. Pick a number of words and write them so that they look the same as they mean. (Examples: the word 'brick' written or drawn using bricks; the word 'ribbon' written so that it resembles a ribbon.) 3. Finish the lettering in color or black and white.	Drawing paper Pencil Eraser Pen and ink Tempera Acrylics Pastels		1. Help students to become aware of unique styles of lettering. 2. Allow the students the freedom to create their own lettering.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 6, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Painting
TOPIC: Watercolor

GRADE LEVEL: 10-11-12
TIME REQUIRED: Indefinite

CAREER COMPONENTS: ☒ Self
☐ Work
☒ Leisure
☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss and demonstrate the process of stretching watercolor paper. 2. When paper is dry, demonstrate the proper procedure of applying watercolors. 3. Select topic and begin painting.	Watercolor paper Board Paper tape Watercolor paints Brushes		1. Students are introduced to the medium of water-color. 2. Students are introduced to an enjoyable pastime. 3. Students discover a means of self-expression.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 6, 8)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

ART AND CAREER EDUCATION

Elaine Ferris
USD #457, Garden City

Fine Arts
Dodge City Workshop

INTRODUCTION

Art today is obviously enjoying ever-increasing popularity and importance in our nation; but despite all the articles describing this phenomenon, much care must be exercised in discussing art careers. The popularity of art is turning the attention of young people toward careers in far greater numbers than opportunities are developing. It is estimated that only ten percent of the graduates of art schools and university art courses become fully involved in an art career.

Most students lack a mental preparation for what an art career really means. Art teachers have the responsibility to give the students a realistic attitude concerning the competition and frustration inherent in an art career.

There are many careers in the specialized areas of commercial art, as a result of technical advances in the 20th century. Because of the increased demand for communication skills using visual media, such specific professions

as advertising art, fashion design, industrial design, commercial photography, and product design have expanded. There are prescribed courses in college or art schools specializing in such art. A more difficult career to follow is practicing one's own personal art, painting, sculpture, print making and the like. This is a difficult career to follow because it takes no prescribed path. No organization outlines its progress. It is a highly personal kind of career.

The amount of leisure time available in the 20th century is increasing, and there is a need to educate people in using it creatively. Art has an infinite number of leisure time and self-expression applications.

In order to implement the career education components in an art program, an awareness of art-related careers must be developed. When students are made aware of the various careers in art, they are given areas toward which art interests might be channeled. The awareness may excite some interest in a particular direction, which may then be amplified by the teacher; then a start will be made toward that mental preparation so necessary for the prospective young art student.

OBJECTIVES

Through the experience of working in various media and learning art concepts, the student will explore career possibilities.

Self

1. The student will be able to understand and express himself more effectively through his personal art.

2. The student will develop pride in craftsmanship as well as develop confidence in his aesthetic judgments--related to his own work and the work of professional artists, designers, and craftsman.

3. The student will develop a respect for the work of others. The student will learn to recognize differences in individuals and to treat everyone with respect.

Work

1. The student will develop knowledge of art as possible career opportunities.

2. The student will realize that art presents problem-solving decisions that must be made.

3. The student will develop ability in the proper use of tools and equipment.

4. The student will develop art techniques and the ability to know when and how to use them.

5. The student will learn basic art vocabulary in subject areas studied.

Leisure

1. The students will be aware of art activities and art hobbies for creative use of his leisure time.

Resources

1. The student will increase his visual perception through discovering art in nature and the man-made world.

2. The student will be able to become involved in and enjoy professional art work in galleries, exhibits, community art associations, etc.

All four of the Career Components (Self, Work, Leisure, Resources) can be easily incorporated into art. Many art activities, with the introduction of the concepts of Career Education, will help students prepare for a meaningful life style.

SUBJECT: Art GRADE LEVEL: 7 CAREER PROCESS PHASE: Exploration CAREER COMPONENTS: Self (Work, Leisure, Resources)

TOPIC: Drawing the Human Head

ACTIVITIES	OBJECTIVES	IMPLEMENTATION
1. Through student participation the teacher draws--step by step--the 10 visually prominent facial features. 2. Using the books <u>How to Draw the Head</u>, <u>Heads from Life</u>, and <u>Heads in Oil Pastels</u>, student identifies all aspects he will need to remember. 3. Portrait artist, police artist, and news artist will speak to the class. He or she will discuss and demonstrate the uniqueness of individual characteristics and techniques of application. 4. The student will do a self portrait. Note: Students are particularly interested in the drawing done in court rooms where the trial is closed to cameras.	1. The student will be able to draw the human head. 2. The student will develop self-worth through satisfaction gained by learning to draw the human head. 3. The student will realize career opportunities as portrait artist, police artist and news artist. 4. The student will explore various media used for drawing a portrait.	1. Human resources: local portrait artist local news artist local police artist 2. Material resources: white drawing paper, pencils, charcoal, oil pastels, erasers, mirrors <u>How to Draw the Head</u> by Walter Foster <u>Heads from Life</u> by Walter Foster <u>Heads in Oil Pastels</u> by Stella Mackie
EVALUATION		
1. Evaluation of the outcomes of the objectives. 2. Teacher/student critique of self portrait. 3. Class discussion of the careers involving drawing humans.		

SUBJECT: Art GRADE LEVEL: 8 CAREER PROCESS PHASE: Exploration CAREER COMPONENTS: 583
 TOPIC: Perspective Work (Self, Leisure, Resources)

ACTIVITIES	OBJECTIVES	IMPLEMENTATION
1. Students will be introduced to one and two point perspective	1. The student will understand perspective concepts, master perspective skills, and be able to relate these to applicable careers.	1. Human resources: local architect
2. Students will view slides of the use of perspective in freehand and in architectural drawings.	2. The student will understand the meaning of terms such as:	2. Material resources: white drawing paper, pencils, erasers, rulers, slides, architectural drawings
3. Students will do exercises in perspective, and then will do a final drawing of a building.	1 and 2 point perspective	
4. Vocabulary and teacher/student critique.	eye level	
5. An architect will speak to the class. He will be asked to bring some architectural renderings where the use of perspective is evident.	vanishing point alignment center of object	
EVALUATION		
		1. Evaluation of the outcome of the objectives.
		2. Teacher/student critique of their final drawings.
		3. Class discussion on how they relate perspective skills to applicable careers
		4. Class discussion after the visit by a local architect.

SUBJECT: Art GRADE LEVEL: 9 CAREER PROCESS PHASE: Exploration CAREER COMPONENTS:
 TOPIC: Landscape Painting (Watercolor) Leisure (Self, Work, Resources)

ACTIVITIES	OBJECTIVES	IMPLEMENTATION
1. Students will be introduced to the idea of landscape, through looking at examples of many landscape paintings.	1. The student will learn the technique of watercolor.	1. Use of the surrounding trees and landscape.
2. Students will do exercises in the use of watercolor washes and watercolor techniques, and also the proper use of brushes.	2. The student will learn how to mix colors.	2. Material resources: Watercolor paper, pencils, watercolor and brushes, boards
3. The students will go outside to make several quick landscape sketches.	3. The student will be aware of the use of watercolor landscape painting as a possible activity for the use of leisure time and also the possibility of a life-time hobby.	
4. Students will review perspective and color mixing.	4. The student will develop self-worth through satisfaction gained by learning to paint landscapes.	
5. Students will do a final watercolor landscape painting.		
EVALUATION		
		1. Evaluation of the outcomes of the objectives.
		2. Teacher/student critique of his landscape.
		3. Class discussion of the use of leisure time involving landscape painting.

SUBJECT: Art GRADE LEVEL: 7, 8, 9 CAREER PROCESS PHASE: Exploration CAREER COMPONENTS: Resources (Work, Self, Leisure)
 TOPIC: Art Association Gallery

ACTIVITIES	OBJECTIVES	IMPLEMENTATION
1. Take students on a field trip to a local art association gallery. Students will observe the way the exhibits are set up as well as the actual works. 2. Have the gallery director come to class (this can be done before or after the trip) and speak to the students on how a gallery operates and some of the various jobs incorporated in gallery director (museum curator, historians, the selling of art works). He will discuss the selling and buying of art works.	1. Students learn there is more to the operation of an art gallery than simply showing art works. 2. Students become aware of some of the jobs involved in running an art gallery. 3. Students will be made aware of galleries as a source of buying works of art or the selling of their own works.	Community resources: local art association gallery
		EVALUATION 1. Identify and use the resources of the community: local art association gallery. 2. Discuss the visit to the gallery and what students learned.

CAREER EDUCATION IN ARTS AND CRAFTS

Jeanne Cox
USD #440, Halstead

Fine Arts
Hutchinson Workshop

INTRODUCTION

"There is nothing better than that a man should
enjoy his work." (Ecclesiastes 3: 22)

Career education is basically a concept that education is a preparation for work. Today's art education must be able to direct the student into a productive role in adult society by giving him first an awareness of art-related careers and secondly employable skills. It must provide not only knowledge of various job classifications but also methods of seeking these out and attaining them.

It must be made known to the students that in our highly complex life there are over 228 job classifications that use art and craft skills. The role of the artist-designer-craftsman is a vital one in planning, production and selling of the necessities of the modern world.

Since the average person spends most of his adult life in a gainful

occupation, it is only reasonable that it be spent in a manner that is self-fulfilling. The student must be given a chance to explore the areas in which he can succeed.

Modern conveniences have given us extra time to use for our own interests. The students must be shown that such activities can be productive and self-expressive and that they can also lead into retirement-years vocations.

The idea of art for art's sake should not be forgotten either. Guiding students toward self-expression and personal discovery have always been primary functions of the art curriculum.

COURSE DESCRIPTIONS

Visual Arts

001. Art I 9-10 Sem.

This course is designed for all students beginning in the art department. The curriculum includes: 1. The drawing of objects in the black and white media of pencil, charcoal, ink and wash; 2. theory of color, design and composition is explored and applied to practical problems; 3. techniques of pen lettering; 4. a background of art history.

Class limit 20

005. Art II 9-10 Sem.

This course encourages greater creativity. The objectives are: 1. A further exploration of drawing from life will be pursued, using the figure as well as still life; 2. This will include the use of water color and tempera; 3. Techniques of brush lettering, layout and design will be applied to practical projects; 4. A background of art history will be included.

Class limit 20

010. Art III 10-11-12 Sem.

Prerequisite: Art I and II

Advanced skills will be encouraged in the areas of drawing, color, and painting. The techniques of collage and printmaking will be introduced. A

background of art history will be included.
Class limit 20

015. Art IV 10-11-12 Sem.

Prerequisite: Art I, II, and III

Practical problems in commercial art and poster design will be taught along with the techniques of broad pen lettering. Advanced painting techniques of watercolor, oil and acrylic will be explored along with problems in perspective. A background of art history will be included.

Class limit 20

020. Leathercraft 10-11-12 Sem.

Techniques of leather design and construction of ornamental and practical objects will be learned. The number of projects completed will be determined by the students' ability. History of the craft will be included.

Class limit 15

025. Ceramics 10-11-12 Sem.

Basic methods of clay construction will be learned, i.e., slab, coil, pinch and wheel. Original designed pieces will be formed in earthenware and stoneware, then bisque fired, glazed and displayed. History of ceramics will be included.

Class limit 15

030. General crafts 10-11-12 Sem.

A multi-media course emphasizing original designs in papier-maché, metal (jewelry), weaving, tie-dye, and macramé. The history of background areas will be taught.

Class limit 15

040. Three Dimensional and Commercial Art 10-11-12 Sem.

In this exploratory course 3-dimensional projects in wood, plaster, and wire will be created. Areas of commercial design will be explored, including lettering, layout, and color. Practical projects will be created. History of background areas will be taught.

Class limit 15

CAREER EDUCATION OBJECTIVES VISUAL ARTS

1. Help students identify abilities and relate them to job opportunities.
2. Relate subject matter to specific careers.
3. Make students aware of career resources within their area through community involvement.

4. Help students identify skills that relate to self-fulfilling leisure time activities.
5. Aid students in developing skills that will help them find and keep a job.
6. Provide information about attaining the goals they have chosen.
7. Allow students a means of self-expression through use of various skills they have learned.

SUBJECT: Art I

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Visit to a museum

TIME REQUIRED: 2 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have students discuss museums: their purpose and the many types of people involved in maintaining them. 2. Go to a museum and before viewing displays have curator explain his job. 3. View displays with comments by guide. 4. Write a short paper about the purpose of a museum and the curator's job.	Art museum Paper Pencil	Museum curator Guide	1. Students learn there is more to the operation of an art museum than simply showing and housing works. 2. Students become aware of purposes of a museum. 3. Students learn of many art-related jobs.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 3, 4)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art I

GRADE LEVEL: 9-10

CAREER COMPONENTS: x Self

TOPIC: Color concepts

TIME REQUIRED: 5 periods

x Work

x Leisure

x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to pigment through lecture and show. 2. Introduction to light color through demonstration by physics instructor. 3. Color worksheet exercises and design assignment. 4. Discussion of the psychological effects of color in interiors by an interior designer.	Equipment from physics department White paper Water colors Pictures of various room interiors	Physics instructor Interior designer	1. Students will become aware of the difference between light and pigment. 2. Students will gain skill in understanding and using color concepts. 3. Students will see how knowledge of color concepts applies in the career of a physics instructor. 4. Students will become aware of the psychological effects of color.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art I

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Texture

TIME REQUIRED: 4 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to rendered texture, actual texture. 2. View opaque projector show of famous artists' handling of texture. 3. Student exercises in texture from actual models of various materials. 4. Students will have a discussion with a wildlife illustrator.	Paper Hard and soft pencils Erasers Opaque projector Prints	Wildlife illustrator	1. Students will develop awareness of texture as an expressive tool. 2. Students will execute exercises in texture to help apply this knowledge. 3. Students become aware of a career where the knowledge of textural rendering is essential.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art II

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☐ Self

TOPIC: Visit to a printing company TIME REQUIRED: 2 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. After a unit on lettering have students discuss importance of layout, color, and lettering in magazine and newspaper ads. 2. Cut out and discuss 6 examples of creative lettering, and appropriateness of illustration to product. 3. Discuss different production methods. 4. Visit printing company, have a guided tour and gather whatever materials can be had of work produced. 5. Write a paper listing jobs available and processes viewed.	Magazines Newspapers Scissors Paste Paper Printing company	Guide at printing company	1. Students will become aware of the influence of the artist in advertising. 2. They will have a greater knowledge of and respect for the printed page. 3. They will become aware of many art-related jobs in the printing industry.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art II

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Grid enlargements

TIME REQUIRED: 5 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to grid method of enlargement. 2. Discuss and show pictures of super graphers. 3. Students will select a photograph and enlarge it. 4. Take students to an interior design studio. Have designer demonstrate how a 3-dimensional grid is used in drawing and enlarging room elevations.	Hard and soft pencils Erasers Drawing paper Old magazines for photos Designer's work with elevations	Interior designer	1. Students will have experience in using the grid enlargement technique. 2. Students will discover job applications of a similar technique.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art II

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Freehand figure drawing

TIME REQUIRED: 5 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to figure drawing. a. Study charts of body proportions. b. Practice front and side views. 2. Opaque projector show of drawings of well-known artists. 3. Action sketches of student models done in pencil. 4. Courtroom artist demonstrates technique of quick rendering.	Newsprint White drawing paper Pencil Opaque projector Art prints	Student model Courtroom artist	1. Be able to draw the human figure with correct proportions. 2. Learn eye-hand coordination. 3. Gain self-satisfaction by success of mastering figure technique. 4. Gain awareness of career opportunities in figure drawing.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art III

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Drawing the human head

TIME REQUIRED: 5 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. With student participation the teacher draws step by step the 10 visually prominent facial features and shows the proportion of facial mass to cranial mass in various angles drawn. 2. Opaque show of famous artist's rendering of the head. 3. Portrait artist discussing and demonstrating. 4. Draw charcoal portrait of a model.	Newsprint Pencil Charcoal paper Charcoal Kneaded erasers Opaque projector Print set	Portrait artist Student model	1. Student will be able to draw the human head from various viewpoints with confidence. 2. Student will develop self-confidence by learning to draw. 3. Student will learn creative use of leisure time. 4. Student will realize career opportunities.

CAREER OBJECTIVES--The school staff will: (Numbers 1. 2. 3. 4. 5. 6. 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art III

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Freehand Perspective

TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Review linear perspective. 2. Show examples. 3. Practice charts should be studied using one and two point perspective done in pencil. 4. Rendering of complex landscape or street scene using one or two point done in ink and water color. 5. Critique using show of how artists from Renaissance to Modern have shown perspective.	18x24 white paper Pencils Erasers Ink Watercolor Transportation to outdoor location Opaque projector	Architect	1. Students will be able to draw what they see. 2. Students will derive a sense of satisfaction and self worth by being able to draw. 3. Students will experience creative use of leisure time through freehand drawing. 4. Students will gain an understanding of the importance of linear perspective in the career of architecture.

CAREER OBJECTIVES--The school staff will: (Numbers 2, 3, 4, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art III

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Drawing and design
Creating a school crest

TIME REQUIRED: 10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Research art of heraldry as background for designing a crest. 2. Salesman from Balfour Co. talks to students about crest design and use. 3. Discuss what a crest should contain and view charts of possible designs. 4. Make designs using ink with addition of watercolor or tempera color accents.	Research books Paper Ink Paint	Speaker from Balfour Co.	1. Learn about the role of the designer in a large business. 2. Gain ability to research and use this knowledge in an original design. 3. Create an original design capturing the feeling of the school.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art IV

TOPIC: Space--3-d

GRADE LEVEL: 10-11-12

TIME REQUIRED: 10 periods

CAREER COMPONENTS: ☐ Self
☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to actual 3-D space. 2. View examples of 3-D containers. 3. Students will create a 3-D container for some commercial object they might want to sell. 4. A commercial designer will speak to the class on packaging.	Cardboard Paints Ink Pencils Erasers Glue	Package designer	1. Students will understand the relationship of 2-D space surface design and 3-D design as it relates to package and product design. 2. Students will be exposed to elements of the career of a package designer.

CAREER OBJECTIVES--The school staff will: (Numbers 2, 4, 5, 6, 7)

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art IV

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: TV set design

TIME REQUIRED: 10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss with TV set designer the factors involved in this profession. 2. On opaque projector show examples of interiors and sets. 3. Discuss color, line, and movement in a design. 4. Bring research sketches from home of favorite TV show. 5. Develop your own set design for your favorite show in ink and water color.	Inks Paints Sketches TV Guides Newspapers Opaque projector	TV set designer	1. Develop awareness of art in a TV show. 2. Develop drawing skills. 3. Be able to relate research to a studio project.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Art IV

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Calligraphy/hand lettering TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discussion, lecture and demonstration of lettering, Roman and Gothic. 2. Opaque projector show of lettering examples and spacing. 3. Visit from local commercial artist. 4. On newsprint rule and practice letter forms and spacing. 5. Use various size brushes, pens, India ink, and tempera colors. 6. Produce informative sign for some teacher's use.	<u>Speedball Lettering</u> Speedball charts Pens Brushes Newsprint Cardboard India ink Tempera colors	Commercial artist	1. Students will be capable of using calligraphy and hand lettering for a useful project. 2. Students will develop confidence by successfully producing a useable informative sign. 3. Students will appreciate more fully the role of commercial art in today's world.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Ceramics

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Production pottery

TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Show movie of production pottery. Discuss how the production potter's methods may differ from those of an artist who produces a few works as art objects. 2. Have a commercial potter come to class and discuss how he works the management and marketing aspects. 3. Take class on trip to see a potter's workshop. 4. Have students make a set of something (cups, bowls); stress consistency in size and shape.	Movie Screen Clay Potter's wheel Kiln Glazes	Production potter	1. Students gain awareness of how production pottery differs from throwing as a hobby. 2. Students gain insight into other aspects of pottery as a business (management, marketing, etc.) 3. Students have opportunity to view a potter's production studio. 4. Students practice creating consistency in their pieces as a production potter must do.

CAREER OBJECTIVES--The school staff will: (numbers 1, 2, 3, 4, 6, 7, 8)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Ceramics

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Commercial hand-thrown pottery

TIME REQUIRED: 10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have art shop owner talk to students about what types of pieces are selling. Discuss. 2. Have a potter demonstrate hand-thrown pieces. 3. Have each student create a one-of-a-kind art object suitable for sale in an art shop. 4. Have all-school sale of objects created.	Clay Kiln Glazes	Art shop owner Potter	1. Students will become aware of merchandising techniques and problems. 2. Students will learn the techniques of wheel throwing. 3. Students get experience in pricing, display and sale of created objects.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Ceramics

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Commercial ceramics

TIME REQUIRED: 5 periods

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Students will view demonstration of how to make a plaster cast for slip molding. 2. Students will take one of their original pieces and cast a slip mold, making 2 or 3 articles. 3. Students will discuss commercial aspects of slip molding.	Plaster of Paris Box to pour cast into Item to be cast Bucket of slip	Demonstrator	1. Students will become aware of the technique of slip molding and how it might relate to commercial production. 2. Students will compare values on the creative aspect of handmade vs. castware pottery as an art form.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Leathercraft

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Occupation - leathershop TIME REQUIRED: 2 periods

☒ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have students take a field trip to Tandy's leather shop. 2. Have manager speak to them about management and observe need of the individual craftsman in sales.	Leather shop	Leather shop manager Leather craftsman	1. Students view the application of leather craft as a business and become aware of various aspects of the job. 2. Students become aware of the role of the craftsman.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 4, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Leathercraft

TOPIC: Creative leisure

GRADE LEVEL: 10-11-12

TIME REQUIRED: 6 periods

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have students design a belt. 2. Practice various techniques 3. Research ideas. 4. Actually make a belt.	Leather Leathercraft designs and texts Leather tools Dyes		1. Students become aware of what is necessary to create a useable item. 2. Students realize the self-satisfaction of accomplishing a creative task.

CAREER OBJECTIVES--The school staff will: (Numbers 3, 4, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Leathercraft

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Individual sales

TIME REQUIRED: 10 periods

☒ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have craftsman talk with students. By use of books and Tandy catalogues find salable type items. 2. Students will design a unit of 3 small items for sale at a school bazaar. 3. Practice techniques. 4. Actually create articles.	Catalogs Leather Paper Tools Dyes	Leather craftsman	1. Students will learn that abilities as a craftsman can be turned to profit. 2. They will learn how to create useable and saleable articles from leather. 3. They will learn how to sell their work.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 4, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art
TOPIC: Greeting Card Design

GRADE LEVEL: 10-11-12
TIME REQUIRED: 10 periods

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Card designer will talk with students. 2. Observe and discuss greeting card design and production methods. 3. Design and create own cards.	Paper Paints Inks	Card designer	1. Learn history and use of greeting cards. 2. Learn importance of color design and drawing to promote an idea. 3. Develop ability to create own designs and techniques needed. 4. Become aware of job possibilities in this area.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 5, 6, 7)

- ___ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ___ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ___ 3. Inform and involve the community concerning career activities.
- ___ 4. Identify and use career resources of the community.
- ___ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Creating a letterhead for
the city of Halstead

TIME REQUIRED: 7 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Research the number and type of industries in town which would use a letterhead. 2. Observe and discuss letterheads used by various companies and towns. 3. Talk by member of the city council about what would be needed. 4. Make pencil sketches and plans, then submit for approval. 5. Develop into ink designs, proportionally larger than finished design.	Various leaflets and brochures and advertisements from Halstead and other cities Paper Pen Ink	Speaker from city council	1. Students will appreciate the role of artist in designing various printed matter. 2. Learn better understanding of own city. 3. Develop ability to organize and condense material. 4. Be able to create in black and white a usable design.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 3, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Commercial Art

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Bulletin board display

TIME REQUIRED: 10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Use text, magazines and papers to discuss the ways displays are used. 2. Practice basic lettering skills. 3. Discuss how color can reinforce an idea. 4. Check with individual teachers and get their need for a display. 5. Make sketches and submit for approval. 6. Make a usable bulletin board display for a teacher that will aid in teaching a lesson.	Papers Magazines Library texts Pens-ink Cardboard Paper Paints Three-dimensional materials as needed. 7. Develop and put up teaching display.	Commercial artist	1. Learn the part of the commercial designer in today's world. 2. Develop a knowledge of color and design. 3. Develop ability to successfully present an idea visually. 4. Develop skills necessary to create the display.

CAREER OBJECTIVES--The school staff will: (Numbers 2, 5, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Crafts

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Occupations related to
crafts

TIME REQUIRED: 4 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have a discussion of what teaching jobs are related to crafts. a. City recreation program b. Teacher in home for aged c. Free-lance classes d. Instructor at summer camps e. Occupational therapy. 2. Have students plan a crafts unit for a group of aged at the nursing home. 3. Students will actually go to the home to teach the unit.	Crafts materials for projects	Nursing Home residents with whom to work.	1. Students will become aware of many craft-related jobs. 2. They will learn how their abilities can be used on a job.

CAREER OBJECTIVES--The school staff will: (Numbers 1, 2, 3, 4, 6, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Crafts

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Wheat art

TIME REQUIRED: 4 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss natural materials that can be used for crafts. 2. Have wheat art demonstration by a drafts person from the Kansas Wheat Commission. 3. Discuss possible projects and view examples. 4. Create a figure or arrangement.	Wheat straw Wire Tools Scraps of materials	Wheat art demonstrator	1. Learn to turn a common material into an attractive object. 2. Learn technique of craft. 3. Develop craftsmanship.

CAREER OBJECTIVES--The school staff will:

(Numbers 4 and 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Crafts

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Silversmithing

TIME REQUIRED: 7 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Show examples and discuss various techniques. 2. Lecture by visiting silversmith. 3. Make sketches of ideas and develop in paper. 4. Create simple cut and bent metal bracelet or medallion.	Metals Tools Paper Pencil Finishing materials	Visiting silversmith	1. Students will learn about and appreciate the silversmithing craft and industry. 2. They will learn to design and make a wearable piece of jewelry. 3. They will learn the advantages and limitations of metals.

CAREER OBJECTIVES--The school staff will: (Numbers 4, 7)

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

RESOURCE MATERIALS

Available in the community

1. Department of Visual Arts Education
School of Education
109 Bailey Hall
Lawrence, Kansas 66045

Contact Dr. Phil H. Rueschhoff. He has a useful packet available consisting of resource materials, bibliography, and an extensive list of art and craft related jobs.

2. Clarence Johnson, commercial artist and sign painter, Halstead, Kansas.
Will demonstrate lettering techniques.

3. Mrs. J. D. Pauls, designer.
409 N. Town
Hutchinson, Kansas 67501

She is with the Kansas Wheat Commission and will demonstrate the craft of wheat art.

4. Mennonite Press
North Newton, Kansas

An interesting place to tour and see a small but realistic example of commercial art techniques and reproduction methods.

5. McCormick-Armstrong
P.O. Box 1377
Wichita, Kansas 67201

The students can tour a large commercial art operation and printing company. Zona Wheeler who is head of the art department is also a well-known painter and is willing to speak with students.

6. Sara Burns, a registered occupational therapist at the Halstead Hospital, will speak with students.

7. Joe Flask, a designer and owner of the Halstead Floral, will demonstrate and give a short talk.

8. Charles McDonald, silversmith, Wichita Art Association School, Wichita, Ks.

9. KTVH Speaker's Bureau, Wichita, Kansas. Art in relation to the television industry.

10. Barbara Roach, Halstead, Kansas. Former commercial artist and designer for Hallmark Cards will speak with classes.
11. Paraphernalia Needlecraft and Weaving
924 East 4th
Hutchinson, Kansas 67501
Will demonstrate weaving.
12. L. G. Balfour Co. has representatives who will speak to students about commercial design.
13. Sandzen Gallery, Lindsborg, Kansas. Students can have a guided tour.
14. Jeff Cox, local potter, will demonstrate ceramic techniques and procedures and discuss selling handmade items.
15. Wichita Art Association Gallery, Wichita, Kansas. Students can have a guided tour of current displays.
16. Wichita State University, Wichita, Kansas. Ulrich Gallery is available for student viewing. Ceramic department will let students tour and view various procedures.

Available in the High School

Library

1. School Arts

Starting with the November 1976 issue, two art-related careers are being discussed each month. So far the following have been covered: architecture, fine art, art teaching, cinematography, illustration, industrial design, drafts-person, graphic design, crafts, photography, fabric design, and interior design.

2. Ceramics Monthly

3. American Artist

4. Make It With Leather

5. Art Career Guide, Donald Holden

6. The K-View reader with microfiche cards. A complete set of realistic pictures. The art and crafts related occupations shown are: art therapist,

bookbinder, cartoonist, ceramic engineer, commercial artist, draftsman, fashion designer, landscape architect, and photographer.

Counselor's Office

1. Chronicle Guidance File. It is constantly updated.
2. Harrington/O'Shea System for Career Decision Making.
3. Washington Counseletter for Career Guidance and Kansas Civil Service employment opportunities.
4. Bulletin boards are kept up to date on job data.
5. Series of loose-leaf notebooks on occupations.
6. Complete set of catalogues of V0-Tech Schools.
7. Current materials of local industries.

CAREERS IN MUSIC

Charles Athey
USD #512, Overland Park

Fine Arts
Topeka Workshop

INTRODUCTION

The process of learning musical skills is one of continuous growth based on interlocking rules, principles, and experiences. The performance area especially does not lend itself to a neat categorizing by topic to be covered in a given time frame such as a soccer unit provides in the area of physical education. This paper will present an overview of the many careers available with suggested activities for the student. It is the student's responsibility to pursue areas of interest according to individual abilities and skill.

SUBJECT: Instrumental Music GRADE LEVEL: 10-11-12
TOPIC: Symphony Orchestra Performer

CAREER COMPONENT: Self, Work, Leisure,
Resources

GOAL	ACTIVITY	RESOURCES
1. Knowledge of the wide range of symphonic literature.	1. Critique at least three live performances plus recorded works selected from each major musical period.	1. Teacher - Community resource person.
2. Knowledge of special training.	2. Interview professional performers and list requirements for advanced study.	2. Community resource person - college catalog.
3. Knowledge of the many types of symphony organizations and possible income.	3. Report on the major symphonies (one million-plus budget) and ten orchestras with budgets of \$500,000 to \$1,000,000.	3. National Orchestral Association.
4. Practical experience	4. Participate in as many performing groups as possible - large group and chamber ensemble.	

SUBJECT: Instrumental Music GRADE LEVEL: 10-11-12 CAREER COMPONENT: Self, Work, Leisure

TOPIC: Symphony Orchestra (Conductor)

GOAL	ACTIVITY	RESOURCES
1. Knowledge of necessary preparation and skills	1. Make inventory of personal experiences and training. Get an evaluation of skills.	1. Teacher and local conductor.
2. Skill in score reading.	2. Learn transpositions and conduct a group in rehearsal and performance.	2. Teacher
3. Knowledge of various types of conducting positions available.	3. Research the duties of: a. Chief conductor b. Resident conductor c. Principal guest conductor d. Associate and assistant conductor	3. Local orchestra organization

SUBJECT: Music GRADE LEVEL: 10-11-12
TOPIC: Military Career

CAREER COMPONENT: Self, Work

GOAL	ACTIVITY	RESOURCES
1. Knowledge of career possibilities benefits and general conditions.	1. List the pay scale, travel opportunities, medical care, post-exchange privileges and retirement. Visit a military band organization.	Local recruiting office
2. Knowledge of the procedures to being accepted.	2. Write letter of inquiry to specific branch for audition information.	2. Army - Navy Navy Dept. Music Branch (PERS-724) Washington, D.C., 20730 Marines Operations Officer U.S. Marine Band Marine Barrack 8th & I St. S.E. Washington D. C. 20390
3. Experience and acquire knowledge base of theory.	3. Play in school organization and take a course in music theory.	3. local teacher

SUBJECT: Music

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: Self, Work

TOPIC: Business

GOAL	ACTIVITY	RESOURCES
1. Knowledge of three types of music retailers.	1. Make a survey of the various types of music dealers in local area.	1. <u>Career in Music</u> AM Conference 1976
2. Knowledge of opportunities possible in the retail business.	2. Interview store personnel as to teaching, sales management, service and repair opportunities.	2. Local retailer
3. Knowledge of the skills needed in manufacturing, i.e., production staff, inventor, sales marketing, service.	3. Visit or write an instrument manufacturing company.	3. <u>Career in Music</u>
4. Knowledge of the role of the wholesaler.	4. Visit a wholesale distributor and fill out an order for one month; follow the cycle of distribution.	

SUBJECT: Music
TOPIC: Recording

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: Self, Work

GOAL	ACTIVITY	RESOURCES
1. Knowledge of work done by: a. Record producer and A/R man b. Studio arranger c. Copyist d. Music contractor e. Music leader f. Recording musician/sideman g. Engineer/mixer	1. Visit a recording studio; inter- view at least one specialist. Observe recording session.	1. Studio representative
2. Knowledge of various aspects of the business side of recording.	2. Outline responsibilities in follow- ing areas: a. Selling b. Merchandising c. Promotion d. Graphics e. Manufacturing f. General management g. Disc jockey 3. Construct a promotional packet for a new record. 4. Observe a disc jockey at work and write a sample one-hour broadcast.	2. Studio representative Disc jockey

SUBJECT: Music

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: Self, Work, Leisure

TOPIC: Composer/Arranger

GOAL	ACTIVITY	RESOURCES
1. Proficiency in performance and music theory.	1. Take private lessons and theory class.	1. Private teacher and school theory instructor.
2. Awareness of advanced training and special skills.	2. Write at least one original work.	2. School instructor.
3. Knowledge of how a song or record is published and/or copyrighted.	3. Visit a publishing company and a record company. Write up report of interviews and observations.	3. Teacher.
	4. Get an original work copyrighted.	

SUBJECT: Music

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: Self, Work, Resources

TOPIC: Education (Elementary/Secondary)

GOAL	ACTIVITY	RESOURCES
1. Knowledge and philosophy of public school music	1. Write paper on the development of public school music; indicate some of the major teaching techniques.	1. Lowell Mason, Kodaly, Orff, Dalcroze, Suzuki
2. Experience in working with younger children.	2. Student will teach a series of short lessons from prepared lesson plans.	2. Supervising teacher
3. Understanding of the requirements for professional training.	3. Outline a four-year plan of course work.	3. College catalog
4. Knowledge of economic factors in teachings	4. Compare salary schedules over a three-year period. Project a retirement income.	4. Local school district salary schedules. State retirement formula and social security.
5. Knowledge of techniques for recruiting students.	5. Write a sample letter explaining music program to child and parent. 6. Make at least three observations each at the secondary and elementary level.	5. Supervising teacher

SUBJECT: Instrumental Music

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: Self, Work, Leisure

TOPIC: Professional Musician (Performance)

GOAL	ACTIVITY	RESOURCES
1. List various job opportunities available.	1. Make a comparative study of at least two possible careers.	1. Career listing in DOT Resource person in community
2. Be aware of potential income and security.	2. Construct a chart indicating the average income, etc., for at least ten careers.	2. DOT - Community resource person
3. Have knowledge of skills and training.	3. Interview practicing musicians. Attend a performance/rehearsal.	3. Jazz musician Rock musician Folk musician Country Western musician
4. Have knowledge of business skills.	4. Sign and understand the terms of a contract. Compile a tour schedule for one month.	4. Manager or agent for music booking.

END NOTES

General Advice to Student

Places to Perform

Clubs, pubs, theaters, churches, schools, parks, festivals, television or picture studios, recording studios and concert hall.

Getting Started

Establish a reputation, where you work, among other musicians. Choose a city or area that specializes in desired type of music; i.e.,

Nashville - Country, Western & Recording

Chicago - Blues

Los Angeles - Television & Recording

New York - Jingles & Commercials & Recording

Be able to play ALL types of music.

Training

Develop skills extensively, reading and technique). Start your own group. Get a college degree (if possible). Study music theory, form and composition, and all different styles. Practice.

Other

Get to know other musicians. Be around when the big break comes so recommendation can be made. Build up a press kit. Be ready to travel.

Additional Careers in Music

Symphony Orchestra

Orchestra Administration (Management)

1. Fund raising
2. Scheduling
3. Public relations
4. Programs
5. Ticket sales

Librarian

Personnel manager

Music Education

Music Supervisor
Teacher Training
College Conductor
Private Teaching

Business

Music Publishing
Piano Tuner/Technician

Allied fields in music

Church Musician
1. Music director
2. Organist
3. Choir director
4. Creative arts

Music Therapy

Music Critic

Communication
1. Publicity
2. Public relations
3. Advertising
4. Reporting
5. Educational materials

Music Librarian

LIBRARY AND
MEDIA SERVICES

LIBRARY AND MEDIA SERVICES

INTRODUCTION

Susan Bradley, librarian at Clay Center High School, prepared a comprehensive bibliography of career education materials and briefly discussed the resources and facilities--such as a combination cooperative vocational education program room and conversion of a portion of the Clay Center High School library into a career education area. Louise Burke, librarian at Ottawa, also listed in bibliographic form all career education materials; but she categorized them in terms of fifteen career clusters, with particular emphasis in up-dating materials that had a pre-1972 copyright date. She listed 166 proposed purchases in her summary chart.

CAREER EDUCATION: LIBRARY

Susan Bradley
USD #379, Clay Center

Library and Media Services
Concordia Workshop

The basis of this report is the bibliography of career education materials at Clay Center Community High School which the writer has assembled and enclosed for review. This is a listing of the materials available at CCCHS. This bibliography will be updated and changed with the times, the needs and the abilities of those in charge.

The writer will take the following steps to insure better information and usage of career information at CCCHS:

1. All materials pertaining to career education will be assembled and catalogued, including all books and audio-visual software in the CCCHS library, the guidance counselor's office and the Combination Cooperative Vocational Education Program (CCVEP) room.
2. A Career Education Catalog will be distributed to the CCVEP room, the guidance counselor office and the CCCHS library for faculty and student use.
3. A meeting with the superintendent and principal will be held. At this

time monies over and above the regular library budget will be requested to convert a part of the library conference room into a career education area.

4. It is hoped that some new materials such as posters, books, audio-visual software, shelving, and a file cabinet will be purchased with the extra funding. The extra shelving will be needed to contain newly purchased items. The purchase of a four-drawer vertical file cabinet will be necessary to house the clippings pertaining to various careers.

5. To inform the faculty and students about our improved library service and to better disseminate career information, the writer will use a part of the in-service day to acquaint teachers with the new services and anticipated accomplishments. The faculty members will be encouraged to visit the career education area in the library conference room and to become familiar with the informational sources. The faculty members will be asked to infuse career education into classes. Correlation of occupational information and opportunities with each subject as it is being taught will be encouraged. A concerted effort will be made to integrate this information into regular classroom work by providing appropriate laboratory experiences, classroom demonstration, and perhaps, by inviting community resource persons into the school for illustrated lectures concerning particular occupations. In order to become more effective, teachers will need to become more familiar with job opportunities. Guideline materials to be used with textbooks and existing syllabi and numerous teaching aids and equipment will be needed.

6. The writer has been sending for current career education materials to

preview for purchase. This will be the first of a continuing activity to update career educational materials in this school.

To insure optimum use of the career education sources, the writer will need to evaluate the career education software used and the program as carried out in the career education area of the library, by the faculty members use of materials, and through class participation in career education.

An informal survey will be kept by library personnel on the use of and requests for career education information. It is hoped that with the increased number of items and more current information, greater use will result.

Each semester the faculty will be asked for suggestions for improving the career education service to the school and community. The CCVEP instructor, guidance counselors, librarian and administration will hold an evaluation of this program. From this joint evaluation, the writer will update and improve informational sources in the area of career education.

Talking with the counselors and the CCVEP instructor, the writer is convinced that there is enthusiasm and full cooperation in executing this program. The writer is eager to visit with the principal and superintendent to get the program in operation at Clay Center Community High School.

This seminar has made this writer aware of an area (career education) where more information is needed at CCCHS and enthusiastic about the prospect of adding this improved service to the library and school for student, faculty, and community use.

GENERAL CAREER INFORMATION

Books in the Library

- 378.73 Fine, Benjamin - American College Counselor and Guide
F495a
- 658.312 Arnold, Arnold - Career Choices for the '70's
A752c
- 371.42 Zapoleon, Marguerite Wykoff - The College Girl Looks Ahead to
Z35c Her Career Opportunities
- R
371.42 Costello, Joan M, ed. - Concise Handbook of Occupations
C841c
- R
371.42 Hopke, William E. - The Encyclopedia of Careers and Vocational
H793e Guidance Volumes I and II
- 371.42 Kitson, Harry Dexter - I Find My Vocation
- 378 Splaver, Sarah - Nontraditional College Routes to Careers
S761n
- 371.42 Feingold, S. Norman - Occupations and Careers
F464o
- 371.42 Nortion, Joseph L. - On the Job
N885o
- 374.1 Davis, Jesse Buttrick - Vocational and Moral Guidance
D262v
- 371.42 Bolles, Richard N. - What Color Is Your Parachute?
B691w

Audio-Visuals in the Library

- FS
658.306 Career Planning in a Changing World
- FS
155.5 Discovering Your Real Interests

- SF
371.42 How to Apply for a Job
- FS
658.306 How to Get a Job and Keep It
- FS
658.306 How to Make a Career Decision
- SF
658.306 Job Attitudes: A Job That Goes Someplace
J
- FS
658.306 Preparing for the Jobs of the 70's
P
- FS
658.306 When You Go to Work

Vertical File in the Library

Careers

Education and Careers

Jobs

Counselor's Office

Career World - Monthly magazine on various careers and career information

Chronical Guidance - Career information on microfiche, plus monthly bulletins and posters on different careers

K-View - Microfiche on many occupations

Kuder Interest Tests - This is a test that is given individually to those students who ask for it. It will help determine where your greatest interests are.

Vertical File of Various Careers - These are located in the file cabinet and the file contains information on over 200 occupations and careers.

ADVERTISING

Books in the Library

371.42 Singer, Jules B. - Your Future in Advertising
S617y

Audio-Visuals in the Library

TR
338.476 Advertising and Marketing

TR
658.850 The "Cracker Jack" Salesman

AGRICULTURE

Books in the Library

338.102 Stone, Archie A. - Careers in Agribusiness and Industry
S877c

Audio-Visuals in the Library

K
373.2 Careers in Farm Machinery Sales and Service
C

K
373.2 Careers in Crops
C

TR
631 The New Look in Agriculture
N

AIRLINES

Books in the Library

387.7 Morton, Alexander Clark - The Guide to Stewardess and Steward
M889n Careers

- 371.42 Cason, Kathryn - How to Become an Airline Stewardess
C341h
- 371.42 Rudolph, Patricia - Your Future as an Airline Stewardess
R917y

Audio-Visuals in the Library

- FS
530 How Airplanes Fly
H

ARMED FORCES CAREERS

Books in the Library

- 355.2 Heiman, Grover - Careers for Women in Uniform
H467c
- 358 Landis, Lawrence C. - The Air Force
L257a
- 371.42 Walmsley, Harold - Your Future in the Army
W216y
- 359 Robertson, Keith - The Navy
R651n

ART

Audio-Visuals in the Library

- FS
331.79 Careers in Fine Arts
C
- FS
331.79 Careers in Graphic Arts
C
- FS
331.76 Careers in Illustration
C

AUTO MECHANICS

CCVEP Room

Supervised Study Guide for Related Instruction - Auto Mechanics

Stockel, Martin W. - Auto Mechanics Fundamentals

Stockel, Martin W. - Auto Service and Repair

Programmed Texts

Fundamentals - The Fuel System

Principals of Operation - Ignition System

Fundamentals - Electronical

Diagnosis Adjustment and Light Repair

Books in the Library

629.28 Chilton's - Auto Repair Manual
C538c

629 Glenn, Harold T. - Auto Repair Manual
G588a

621.8 Toboldy, W. K. - Automatic Transmissions
T629a

629.22 Randall, Donald A. - The Great American Auto Repair Robbery
R188g

371.42 Taylor, Dawson - Your Future in the Automotive Industry
T239y

629.2 Beeler, Samuel C. - Understanding Your Car
B414u

629.2 The Complete Basic Book of Engines
C737c

629 Ritchen, Ralph - Motor's Auto Repair Manual
R598m

629 Complete Book of Engines
H832

- 629 Norbye, Jan P. - The Wankel Engine
N826w
- 629.28 Connor J. Robert - A Job with a Future in Automotive Mechanics
C752j
- 629.28 Hirsch, John D. - The Complete Book of Car Maintenance and
H669c Repair
- 629.28 Motor's Automobile Trouble Shooter
M919m
- 629.28 Smith, LeRoy - How to Fix Up Old Cars
S654h
- R
629 Small Engines Service Manual
S635s
- 371.42 Bradley, James J. - Aim for a Job in Automotive Service
- 371.42 Liston, Robert A. - Your Career in Transportation
L773y
- 629.28 Motor Truck Repair Manual
M
- 629.28 Motor Auto Repair Manual
M

Audio-visuals in the Library

- FS Automotive Mechanics Series:
629 Electric Current Principles
A Principles of Electromagnetism
Application of Electromagnetism
Storage Battery Principles
Switchers, Relays and Lights
Gauges and Wiring
Starting System Principles
Generators
Ignition System

- FS
623.874 What Makes Engines Run
W

AUTO PARTMAN

CCVEP Room

Supervised Guide Related Instruction - Auto Partman

Crouse, Automotive Mechanics

Glenn, Automechanics

Automotive Wholesales Counterman Handbook

The Inside Salesman - NAPA

AUTO BODY REPAIR

CCVEP Room

Supervised Study Guide Related Instruction - Auto Body and Fender Repair

Richert, Melvin - How to Control Auto Body Sheet Metal

Sargent, Robert - Automobile Sheet Metal Repair

BAKING

CCVEP Room

Supervised Study Guide Related Instruction - Baking

CARPENTRY

CCVEP Room

Supervised Study Guide for Related Instruction - Carpentry

Durbahn, Walter E. - Fundamentals of Carpentry, Volume I, Tools-Materials-Practice

Durbahn, Walter E. - Fundamentals of Carpentry, Volume II

Books in the Library

694 Feirer, John L. - Cabinetmaking and Millwork
F299c

R
744.4 Ramsey, Charles G. - Architectural Graphic Standards
R183a

694 Wagner, Willis H. - Modern Carpentry
W135m

690 Daly, Donald F. - Aim for a Job in the Building Trades
D153a

Audio-visuals in the Library

SF
690.023 The Plasterer
The Sider
The Roofer

SF
690.2 House Wiring

SF
690.023 The Brick Layer
The Concrete Block Layer
The Plumber

DENTAL ASSISTANT

CCVEP Room

Anderson, Pauline - The Dental Assistant

Books in the Library

371.42 Cohen, Raymond - Your Future in Dentistry
C678y

ELECTRIC MOTOR REPAIR

CCVEP RoomSupervised Study Guide Related Instruction - Electric Motor RepairRosenberg, Robert - Electric Motor RepairSuffern, Maurice Grayle - Basic Electrical & ElectronicBooks in the Library

621.3 Rosenberg, Robert - Electric Motor Repair
 R813e

ENGINEERING

Books in the Library

371.42 Neal, Harry Edward - Engineers Unlimited
 N339e

371.42 Mantell, Murray - Orientation in Engineering
 M292o

FLORAL DESIGN

CCVEP RoomSupervised Study Guide Related Instruction - Floral DesignerBexz, M. - Flowers: Geometric FormBetter Homes & Garden - Flower ArrangingBooks in the Library

635.9 Peterson, Caroline E. - Flower Arrangements
 P485f

JOURNALISM

Books in the Library

- 070 Floherty, John J. - Journalism
F629g
- 778 Payne, Lee - Getting Started in Photojournalism
P346g
- 808.06 Heyn, Howard C. - Writing for Newspaper and News Services
H619w

LAW ENFORCEMENT

Books in the Library

- 371.42 Gammage, Allen Z. - Your Future in Law Enforcement
G193y
- 371.42 Liston, Robert A. - Your Career in Law Enforcement
L773y

MEATCUTTING

CCVEP Room

- Supervised Study Guide Related Instruction - Meatcutting
- California State Dept. of Education - Meatcutting Part I
- California State Dept. of Education - Meatcutting Part II
- National Live Stock Texas State Dept. of Health - Preventing Food-Bone Diseases
- Ziegler, P. Thomas - The Meat We Eat

NURSES' AIDE

CCVEP Room

Supervised Study Guide for Related Instruction - Nurses' Aide

Anthony, Catherine Parker - Structure and Function of the Body

Cherescavich, Gertrude D. - A Textbook for Nursing Assistant

Reese, Dorothy Erickson - How to Be a Nurses Aide in a Nursing Home

Taber, Clarence Wilbur - Tabers' Cyclopedic Medical Dictionary

Books in the Library

610.73 Dodge, Bertha Sanford - The Story of Nursing
D644s

610.73 Wright, Helen - Great Adventures in Nursing
W949g

610.7 Thompson, Ella M. - Simplified Nursing, The Essentials of
T469s Practical Nursing

610.73 Nourse, Alan E. - So You Want To Be a Nurse
N993s

OFFICE EMPLOYMENT

CCVEP Room

Atkinson, Phillip S., - Typewriting Office Practice (Practice Set)

Charlotte, Butsch - Electronic Calculator (Self Instruction, Tapes & Book)

Hempel, Marvin - Ten Key Machines (Self Instruction, Tapes & Book)

Machines Available:

4 Electric Royal Typewriters

1 Electronic Machine

1 Ten Key Adder

Books in the Library

- 651 Gregg, John Robert - Applied Secretarial Practice
G819a
- 651.02 Doris, Lillian - Complete Secretary's Handbook
D699c
- 651.02 The New World Secretarial Handbook
K64n
- 651 Archer, Fred C. - General Office Practice
A671g
- 650 Becker, Esther R. - Success and Satisfaction in Your Office Job
B395s
- 655 Mergenthaler Linotype Co. - The Official Manual
M559o
- 651 Ingoldsby, Patricia - The Executive Secretary
I53c
- 651 Prentice-Hall Editorial Staff - Common Secretarial Mistakes and
P927c How to Avoid Them
- 751.74 Vermes, Jean C. - Secretary's Book of Instant Letters
V523s
- 651.02 Hutchinson, Lois Irene - Standard Handbook for Secretaries
H976s
- 651.02 Place, Irene - The Road to Secretarial Success
P697r
- 651 Whitcomb, Helen - Strictly for Secretaries
W581s
- 653 Van Allen, Edward J. - Your Future as a Shorthand Reporter
V217y

Audio-visuals in the Library

- FS Business Education:
650 Effective Business Courses
B

Files and Filing
 Getting a Job and Keeping It
 Proper Handling of Checks
 Secretary as Receptionist
 The Trade Acceptance
 Business Filing
 Office Education
 The Opening Phase of Bookkeeping
 The Recording Phase of Bookkeeping
 The Closing Phase of Bookkeeping

PHYSICAL THERAPY

CCVEP Room

Supervised Study Guide for Related Instruction - Physical Therapy Aide

Anthony, Catherine Parker - Structure and Function of the Body

Cherescavich, Gertrude D. - A Textbook for Nursing Assistants

Rusk, Howard A. - Rehabilitation Medicine

Taber, Clarence Wilbur - Taber's Cyclopedic Medical Dictionary

Books in the Library

371.9 Splaver, Sarah - Your Handicap-Don't Let It Handicap You
 S761y

616 Valen, E. - A Long Way Up
 V153l

615 Manual of Therapy
 P237m

615 Musser, Ruth D. - Modern Pharmacology and Therapeutics
 M989m

PHOTOGRAPHY

CCVEP Room

Supervised Study Guide for Related Instruction - Photography

Feininger, Andreas - The Complete Photographer

McCoy, Robert A. - Practical Photography

Books in the Library

770.284 Adams, Ansel - The Print: Enlarging
A211p

778.3 Wolberg, Barbara J. - Zooming In
W848z

771 Adams, Ansel - Camera and Lens
A211c

770.28 Czaja, Paul Clement - Writing with Light
C998w

770 Freeman, Mae - Fun with Your Camera
F855f

770 Gottlieb, William P. - Photography with Basic Cameras
G686p

770.28 Jonas, Paul - Manual of Darkroom Procedures and Techniques
J76m

371.42 Keppler, Victor - Your Future in Photography
K38p

770.28 Knight, George - Photography Hints and Tips
K69p

770 Miller, Thomas - This Is Photography Its Means and Ends
M651t

535 Newhall, Beaumont - Latent Image
N545l

Books in the Library

FS

761 Linoleum and Woodcut Printing

L

760 Weaver, Peter - Printmaking

W363p

745 Erickson, Janet Doub - Printmaking without a Press

E68p

655 Jackson, Hartley E. - Printing

J12p

655 Hague, C. W. - Printing and Allied Graphic Arts

H147p

655 Delmar Publishers - Printing Layout and Design

D359p

655 Clark, Florence E. - Craftsmen in the Graphic Arts

C592c

608 de Camp, L. - The Heroic Age of American Invention

D291h

655 Folk, Ralph W. - Elementary Platen Presswork

P769e

655 Polk, Ralph W. - The Practice of Printing, Letterpress and Offset

P769p

371.42 Reinfeld, George - Your Future in Printing

R368p

REFRIGERATION AND AIR CONDITIONING

CCVEP RoomSupervised Study Guide for Related Instruction - Refrigeration & Air ConditioningAlthouse, Turnquist, & Bracciano - Modern Refrigeration Air Conditioning

RETAIL SALES

CCVEP Room

Hartzler, F. E. - A Programmed Text Retail Salesmanship

Moffett, Getting Merchandise Ready for Sales

STC - Making Suggestions To Increase Sales

STC - Making Courtesy Work for You

STC - Understanding Inventory

STC - Profit and Cost Analysis

STC - Terms of Sale

STC - Markup Mathematics

Gillispie, Hecht - Retail Business Management

Nolan, Warnke - Marketing, Sales, Promotion, Advertising

Wingate, Samson - Retail Merchandising

Wingate, Nolan - Fundamentals of Selling

Troxell, Judelle - Fashion Merchandising

Books in the Library

371.42 Kaplan, Albert A. - Careers in Department Store Merchandising
K17c

371.42 Scott, George A. - Your Future in Retailing
S426y

658.85 Liston, Robert A. - Your Career in Selling
L773y

070 Hoffmann, U. N. - Student Newspaper Advertising
H711s

TR
658.850 The "Crackerjack" Salesman
C

Audio-visuals in the Library

SF

658.8

Retailing Serves the Consumer - J C Penney

R

SHEET METAL

CCVEP RoomSupervised Study Guide for Related Instruction - Sheet MetalBruce, Leroy F. - Sheet Metal Shop Practice

Delmar Sheet Metal Series:

Hand ProcessingJob Sheet SeriesMachine ProcessesSheet Metal MathematicsGiachino, J. W. and Henry J. Beukeman - American Technical Society's DraftingSpencer, Henry Cicil - Basic Technical DrawingBooks in the Library

631.3

Phipps, Lloyd J. - Farm Mechanics Text and Handbook

P573f

671

Cooley, R. H. - Complete Metalworking Manual

C774c

TEACHER AND TEACHER AIDE

CCVEP RoomMartin, Beatrice - Teaching Young ChildrenTeacher Aide Materials Notebook

What You Should Know about Teacher Aide

Folio #7 - Working with Teacher Aide

Suggestions for Becoming a More Successful Aide
 Paraprofessional Training Program
 How They Can Be of Real Help
 I D E A A Symposium on Training
 Handbook for Teacher Aide Program

Books in the Library

- | | |
|------------------|--|
| 371.1
R988d | Ryan, Kevin - <u>Don't Smile until Christmas: Accounts of the First Year of Teaching</u> |
| 371.1
F495t | Fine, Marvin J. - <u>The Teacher's Role in Classroom Management</u> |
| 371.9
D295e | Decker, Sunny - <u>An Empty Spoon</u> |
| 371.42
F479s | Filbin, Robert L. - <u>So You're Going to Be a Teacher</u> |
| 530
K19p | Katliroff, David - <u>Physics Teacher's Guide</u> |
| 371.3
P858t | Postman, Neil - <u>Teaching as a Subversive Activity</u> |
| 92
S931t | Stuart, Jesse - <u>The Thread That Runs So True</u> |
| 371 | Wilson, Harry B. - <u>Modern Methods in Teaching</u> |
| 371.1
W398n | Wees, W. R. - <u>Nobody Can Teach Anyone Anything</u> |
| 016.371
P421f | Pepe, Thomas J. - <u>Free and Inexpensive Educational Aids</u> |
| 540
S216t | Sanderson, R. T. - <u>Teaching Chemistry with Models</u> |
| 371.42
S559y | Schockley, Robert J. - <u>Your Future in Elementary School Teaching</u> |
| 371.1
H255t | Harbin, Calvin E. - <u>Teaching Power</u> |

- 371.3
S548c Shepherd, David L. - Comprehensive High School Reading Methods
- 507
T536t Thurber, Walter A. - Teaching Science in Today's Secondary Schools
- 371 Charters, Werrett Wallace - Teaching the Common Branches
- 796
Y37t Yeager, Patrick - A Teacher's Guide for Women's Gymnastics
- 0278
N277t National Education Association - A Teacher's Library
- 370.922
B955c Burgess, Mary W. - Contributions of Women: Education

TELEVISION REPAIR

CCVEP Room

Supervised Study Guide Related Instruction - Television Repairman

Grob, Bernard - Basic Electronics

Grob, Bernard, and Kiver - Application of Electronics

Zbar and Orne - Advanced Servicing Techniques

Neely - Advanced Servicing Techniques

Books in the Library

- 621.388
D921u Dunlap, Orrin Elmer - Understanding Television: What It Is and How It Works
- 541.2
U71e Upton, Monroe - Electronics for Everyone
- 530
F499p Fink, Donald G. - The Physics of Television

WELDING

CCVEP Room

Supervised Study Guide for Related Instruction - Welding

Althouse, Andrews D., Carl H. Turnquist - Modern Welding

Giachino, J. W., William Weeks, & Brune - Welding

Smith, Robert E. - Forging and Welding

Books in the Library

671 Linde Air Products Co. - Welding and Cutting Manual
L743w

631.3 Phipps, Lloyd - Farm Mechanics Text and Handbook
P573f

MISCELLANEOUS CAREER INFORMATION

Books in the Library

371.42 Roth, Richard - Your Future in Architecture
R845y

371.42 Adams, Carsbie C. - Careers in Astronautics and Rocketry
A211c

371.42 Gelb, Richard L. - Your Future in Beauty Culture
G314y

371.42 Dupre, Flint O. - Your Career in Federal Civil Service
D942y

381.3 McLeod, Sterling - Careers in Consumer Protection
M165c

333.72 Millard, Reed - Careers in Environmental Protection
M645c

- 371.42
G259y Gately, Olive P. - Your Future in the Fashion World
- 406.9
C678c Cohn, Angelo - Careers with Foreign Languages
- 371.42
D337y Delaney, Robert F. - Your Future in the Foreign Service
- 647.023
M136c McDonnell, Virginia B. - Careers in Hotel Management
- 747.023
D754y Doyle, Robert V. - Your Career in Interior Design
- 659.15
J76m Jones, Candy - Modeling and Other Glamour Careers
- 371.42
G819y Gregg, James R. - Your Future in Optometry
- 331.702
S761p Splaver, Sarah - Paraprofessions
- 796.023
M122y McCall, Joseph R. - Your Career in Parks and Recreation
- 371.42
K14y Kalb, S. William - Your Future as a Physician
- 371.42
B524y Bernays, Edward L. - Your Future in Public Relations
- 371.42
D839y Durst, Seymour B. - Your Future in Real Estate
- 384.54
C692s Coleman, Ken - So You Want To Be a Sportscaster
- 636.089
R 595y Riser, Wayne H. - Your Future in Veterinary Medicine

A PROPOSAL FOR A CAREER RESOURCE CENTER

Louise Burke
USD #290, Ottawa

Library and Media Services
Topeka Workshop

INTRODUCTION

Before embarking on this project, the writer met with our principal, John Kimbrell, guidance counselors, career exploration instructor, trade and industry instructor, and the heads of the social studies, mathematics, and language arts departments. Following this meeting, the instructors and heads of the social studies and language arts departments visited with Marcia Dundeen at the Topeka West High School Career Resource Center. Impressed with the possibilities of such a resource center for our school, the staff encouraged the writer to proceed with this proposal.

Since attending the Career Education Workshop in Topeka, and visiting with Marcia Dundeen of Topeka West High School, the writer has chosen as a project a proposal to establish a Career Resource Center at Ottawa High School where the writer is librarian.

This proposal will be submitted to Bettye Coughenour, director of our SPICE project (Sequential Planning for Instruction in Career Education), a federally funded program. She will evaluate the proposal and fund the materials and equipment needed to implement this proposal by school year 1977-1978.

Dr. Barnett indicated to the librarians that the suggested format should be followed, but that our emphasis should be on bibliography. Therefore, the only activity which the writer has written involves the use of college and university catalogs. The materials purchased by SPICE during the past two years have activities written for them already.

The following procedure was used to formulate this project. First, all the materials of the Ottawa library were collected and listed in bibliographic form, according to the categories of the fifteen career clusters, plus one area for general career education. For each area materials (book and non-book items) which have a 1972 or later copyright date and which give an overview of the area, or specific information for an area, were counted. Some of the materials with a pre-1972 copyright date which are no longer pertinent nor contain accurate information will be discarded from the collection. The results of this survey are found following this section of the paper.

Next, a search was made for quality materials in areas where career education goals were not met adequately. The bibliography of materials from Topeka West High School Career Center was used since the staff had had an opportunity to review some of these materials during the workshop. Other materials were collected based on reviews from Previews magazine and Booklist

magazine, catalogs, reliability of publishers, and suggestions from Bettye Coughenour, SPICE director. An alternate list of materials has been compiled, also.

An equipment list and budget have also been included for the first year of this project. The recommended equipment includes a Polaroid camera, film, a sound page recorder/player, and blank sound pages. The blank sound pages will be used to develop a file of careers and occupations in the Ottawa area which students may have opportunity to visit on a limited basis. Needs which cannot be met this year may be added the following year.

The purpose of a Career Resource Center is to provide a single centralized place where students, teachers, and counselors can secure up-to-date relevant career information and assessment tools. Each of these groups will benefit from assembling, organizing and dispensing the information from one center staffed with trained personnel. Materials for the center should be gathered from the library, classrooms, and counseling offices. (The Career Resource Center: Strategies for its Development and Use, an unidentified handout from Marcia Dundeen, Librarian at Topeka West High School.)

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CAREER EDUCATION: GENERAL OVERVIEW

Current Collection Books

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Bowles, Frank H. How To Get Into College. New York: E. P. Dutton, 1963

Brownstein, Samuel C. You Can Win a Scholarship (3rd rev. ed.). Woodbury, New York: Barron's Educational Series, 1964.

Career Education Activities for Subject Area Teachers, Vol. III. Grades 9-12. Cambridge, Mass.: ABT Publications, 1975.

Costello, Joan M., and Rita Parson Wolfson. Concise Handbook of Occupations. Chicago: J. G. Ferguson Pub. Co., 1973.

Cox, Claire. How To Beat the High Cost of College. New York: Random House, 1964.

Evers, Dora R., and Norman Feingold. Your Future in Exotic Occupations. New York: Richards Rosen, 1972.

Ferguson Guide to Two Year College Programs for Technicians and Specialists. Chicago: J. G. Ferguson Publishing Co., 1971.

Fine, Benjamin. How to Get Money for College. New York: Doubleday, 1964.

Greenleaf, Walter James. Occupations and Careers. New York: McGraw Hill, 1955.

Handel, Bea, and Nolanda Turner and Janet Spencer (eds.). The National Directory for the Performing Arts/Educational. Dallas: Handel and Co., 1975.

Hawes, Gene R. The New American Guide to Colleges. New York: Signet Books, 1966.

Hebert, Tom, and John Coyne. Getting Skilled: A Guide to Private Trade and Technical Schools. New York: Dutton, 1976.

Hopke, William E. The Encyclopedia of Careers and Vocational Guidance. Vol. 1: Planning Your Career, and Vol. 2: Careers and Occupations. Chicago: J.G. Ferguson Co., 1972.

McDonough, Martin and Alvin J. Hansen. College Boards Examination. New York: Arco, 1972.

Norton, Joseph. On the Job: Sixty-Five People Tell What It's Like. Chicago: J. G. Ferguson Co., 1970.

Paradis, Adrian A. Dollars for You: 150 Ways for Boys to Earn Money. New York: David McKay, 1958.

- Paradis, Adrian A. You and the Next Decade. New York: David McKay, 1965.
- Rivlin, Harry N. (ed.). The First Years in College: Preparing Students for a Successful College Career. Boston: Little, Brown, and Co., 1965.
- Roesch, Roberta. Money, Jobs and Futures: A Guide for Young People on the Move. Philadelphia: Macrae Smith Co., 1965.
- Searles, Aysel. Guide to Financial Aids for Students in Arts and Sciences: for Graduate and Professional Study. New York: Arco, 1971.
- Splaver, Sarah. Your Career If You're Not Going to College. New York: Mesner, 1963.
- U.S. Dept. of Labor. Occupational Outlook Handbook (Quarterly and Annual). Washington, D.C.: Supt. of Documents, 1976-1977.
- Westervelt, Virginia Veeder. Choosing a Career in a Changing World. New York: G.P. Putnam's Sons, 1959.
- Winter, Elmer. A Woman's Guide to Earning a Living. New York: Simon and Schuster, 1961.
- You and Your Job (Five pamphlets plus guide for instructors and counselors). Chicago: J.G. Ferguson, 1969.
- Zapoleon, Marguerite Wykoff. The College Girl Looks Ahead. New York: Harper, 1956.

Current Collection Audiovisual and Non-book
Materials

- A Date with Your Future. Kit includes simulated activities. Institute of Life Insurance, 1975.
- Developing Values. Guidance Associates, filmstrip with disc recordings (2), 1973.
- Different Ways to Go to College. Guidance Associates, filmstrip with disc recording (2), 1971.
- Forming Beliefs. Guidance Associates, filmstrips with disc recordings, 1973.
- If You're Not Going to College. Guidance Associates, 2 filmstrips with disc recordings, 1967.

Interpersonal Relationships. Guidance Associates, 2 filmstrips with disc recordings, 1973.

Job Survival Skills Kit. Western Pub. Co., 1969.

Personal Commitment: Where Do You Stand? Guidance Associates, 2 filmstrips with disc recordings, 1971.

Preparing for the World of Work. Guidance Associates, 2 filmstrips with disc recordings, 1967.

Priorities, Decisions, Security. Institute of Life Insurance, Education Division, 2 filmstrips with disc recordings, 1971.

Setting Goals. Guidance Associates, 2 filmstrips with disc recordings, 1973.

Teenage Rebellion. Guidance Associates, 2 filmstrips with disc recordings, 1972.

Understanding Your Parents. Guidance Associates, 2 filmstrips with disc recordings, 1972.

Women at Work: Choice and Challenges. Guidance Associates, 2 filmstrips with cassettes, 1975.

The Work Ethic: A Victim of Progress? Current Affairs, filmstrip with disc recording, 1974.

You Have to Want Something. Argus Communications, filmstrip with cassette, 1972.

Your Civic Responsibility. Guidance Associates, 2 filmstrips with cassettes, 1976.

Your First Week on the Job. Guidance Associates, 2 filmstrips with cassettes, 1972.

Your Job Interview. Guidance Associates, 2 filmstrips with disc recordings, 1967.

ACTIVITIES

The scope of the following activities includes junior and senior college-bound students pursuing catalogs from various colleges and universities, currently available in the counselor's office. The activities are:

1. Choose one or more careers for which a college education is likely necessary.
2. Outline the kinds of preparation needed: courses, major field of study, on-the-job training, internships, etc.
3. Choose colleges which are located in West, Midwest, East, or Southeastern United States which offer the course of study necessary for selected careers.
4. Make a comparison of courses offered and/or required by each selected college.
5. Make a cost analysis and comparison of colleges. Graph them.
6. Discover what scholarships are available.
7. Find methods that education can be financed in the colleges which you have selected.
8. Compile a list of opportunities and locations for various careers chosen.
9. Provide knowledge and experiences concerning life style possible as typical of selected career.
10. Acquaint students with and develop desires for continuing education.

MATERIALS TO BE ADDED TO THE COLLECTION
FROM OTHER SCHOOL SOURCES

Opportunity. Scholastic Book Services. 8 filmstrips with cassettes, student logbooks. 1975. (Locate: R. Spencer)

WORK--Widening Occupational Roles Kit. Components: 340 Work Briefs, 1 handbook of job facts, 1 workscope, 5 guidance booklets, 35 student recordbooks, 2 color filmstrips, 1 cassette, teacher's guide and index. Science Research Associates (Update service \$43.00 per year) (Locate: IMC Central)

Career Lab. Westinghouse Learning Corporation. Learning units: Your Personality, Your Hobbies and Interests, Work! What's It All About? Your Needs Influence Career Choices, Trying Out Jobs, Job Interviews and Forms Tell a Lot about You, Positive Attitudes are Important to Your Success, Career Lab: Work Experience, and What Are Your Next Step Plans? (Locate: LD room)

You and the World of Work. Audio Visual Narrative Arts, Inc., 4 filmstrips with cassettes. (Locate: IMC Central)

PROPOSED PURCHASE

Books

Barnewall, Gordon G. Your Future as a Job Applicant. New York: Arco, 1975. (\$1.95)

Crystal, John C. and Bolles. Where Do I Go from Here? New York: Seabury Press, 1975. (\$5.95?)

Hopke, William E. Encyclopedia of Careers and Vocational Guidance. New York: Doubleday, 1975. (\$29.82)

Science Research Associates. Guidance Series Booklets. Set of 32 booklets. (\$35.15)

Science Research Associates. National Guidance Handbook: A Guide to Vocational Education Programs, 1976. (\$9.85)

Spiegler, Charles G. and William B. Reiner. What To Do After High School. Science Research Associates. 1976. (\$3.41)

Splaver, Sarah. Non Traditional College Routes to Careers. New York: Messner, 1975. (\$6.21)

Wilson, Wesley M. Know Your Job Rights. Dow Jones-Irwin, Baker & Taylor, 1976. (\$7.61)

Audiovisuals and Other Non-Book

Career Education Clusters. Westinghouse Learning Corporation. Set of 16 filmstrips with cassettes. (\$319.50)

Career Values: What Really Matters to You. Guidance Associates, 5 filmstrips with cassettes, 1975. (\$99.50)

Careers and Lifestyles. Guidance Associates, filmstrips with cassettes. (\$127.50)

Entering the Working World. Butterick, 4 filmstrips with cassettes, texts, workbooks. (\$128.00)

Forms in Your Future. Audio Cassette Program, Coronet Instructional Media. (\$119.00)

Job Hunting: Where to Begin. Guidance Associates, filmstrips with cassettes. (\$48.50)

Labor Unions: What You Should Know. Guidance Associates, filmstrips with cassettes. (\$48.50)

Occupational Exploration Kit. Science Research Associates, 400 occupational briefs, 20 family job booklets, 8 guidance series booklets, guide. (\$158.90)

CAREER EDUCATION CLUSTERS

Agri-Business, Natural Resources

Current Collection Books

Pinney, John J. Your Future in the Nursery Industry. New York: Richards Rosen, 1967.

Sidney, Howard, ed. Career Opportunities--Agricultural, Forestry and Oceanographic Technicians. Chicago: Ferguson, 1974.

Proposed Purchase Books

Hansburg, David H. Your Future in Forestry. New York: Arco, 1975. (\$1.95)

Riser, Wayner. Your Future in Veterinary Medicine. New York: Arco, 1975. (\$1.95)

Proposed Audiovisual Purchase

Career Education Clusters: Agri-Business--Natural Resources. Westinghouse Learning Corporation. Filmstrips/cassettes. (\$319.50)

Trees for 2001. Guidance Associates, Filmstrips/cassettes. (\$26.00)

Business and Office

Current Collection Books

Becker, Esther R. Success and Satisfaction in Your Office Job. New York: Harper and Row, 1954.

Carroll, John M. Careers and Opportunities in Computer Science. New York: Dutton, 1967.

Chamberlin, Jo Hubbard. Careers for Social Scientists. New York: H.Z. Walck, 1961.

Fischer, George. Your Career in Computers. Des Moines: Meredith Press, 1968.

Flynn, Patricia. So You Want to Be an Executive Secretary. New York: McFadden, 1963.

Russon, Allen R. Business Behavior. Cincinnati: Southwestern, 1964.

Uris, Auren. The Executive Breakthrough. New York: Doubleday, 1967.

Van Allen, Edward J. Your Future as a Shorthand Reporter. New York: Richards-Rosen, 1969.

Whitcomb, Helen and John. Strictly for Secretaries. New York: McGraw Hill, 1965.

Current Audiovisual Collection

Career Surprises. Insurance Information Institute. (pre-1970).

Business Education Series. McGraw Hill. (pre-1970)

General Business Series. McGraw Hill. (pre-1970)

Typewriter Art. Julius Nelson, 1975. (Artistic Typing Headquarters)

Proposed Book Purchases

Boynton, Ralph E. Your Future in Banking. New York: Arco, 1970. (\$1.95)

Davis, Sidney. Your Future in Computer Programming. New York: Arco, 1974. (\$1.95)

Locklear, Edmond. Your Future in Accounting. New York: Arco, 1973. (\$1.95)

Noews, Nell Braly. Your Future as a Secretary. New York: Arco, 1970.

Popham, Estelle, and Blanche Ettinger. Opportunities in Office Occupations. Louisville, Ky.: Vocational Guidance Materials, 1976. (\$2.95)

Winter, Elmer. Your Future in Your Own Business. New York: Arco, 1977. (\$1.95).

Proposed Audiovisual Purchases

Career Educational Clusters: Business and Office. Westinghouse Learning Corporation. (Part of set of 15 clusters, #319.50).

Careers in Office Services. Butterick, 4 filmstrips/cassettes. (\$72.00)

Making It in Your Own Business. Melton Multimedia, filmstrips, cassettes (\$44.00)

Communication and Media

Current Collection Books

- Biegeleisen, Jacob Israel. Careers in Commercial Art. New York: Dutton, 1944.
- Gordon, George N. On the Spot Reporting. New York: Messner, 1967.
- Meyer, Edith Patterson. Meet the Future. New York: Little, Brown and Co., 1964.
- Paradis, Adrian A. Librarians Wanted. New York: McKay, 1959.
- Schaleben, Arville. Your Future in Journalism. New York: Richards Rosen, 1961.
- Stein, M. L. Your Career in Journalism. New York: Messner, 1965.
- Wels, Byron. Amateur Radio. New York: Putnam, 1968.

Current Audiovisuals Collection

- Do We Really Have Freedom of the Press? Denoyer Geppert, Inquiry AV, 1972.

Proposed Book Purchases

- Buxton, Edward. Creative People at Work. Executive Communication (Baker and Taylor), 1975. (\$8.35)
- Corwen, Leonard. Your Future in Publishing. New York: Arco, c1973.
- Myers, Alpha and Sara Temkin. Your Future in Library Careers. New York: Arco, 1975.
- Rider, John R. Your Future in Broadcasting. New York: Arco, 1971. (\$1.95)
- Winter, Elmer L. Your Future in Jobs Abroad. New York: Arco, 1973. (1.95)
- Williams, Gurney. Writing Careers. New York: Watts, 1976. (\$4.33)

Proposed Audiovisual Purchases

Career Education Clusters: Communications and Media. Westinghouse Learning Corp. (Part of set of 15 clusters) (\$319.50)

Foreign Languages Career Opportunities Kit. Houghton Mifflin.

Construction

Current Collection Books

Daly, Donald F. Aim for a Job in Pipe Trades. New York: Richards Rosen, 1969.

Current Collection Audiovisuals

Arc Welding Safety. The 2000 Company, filmstrips/cassettes, 1975.

Auxiliary Views. Career Aids, Inc., filmstrip/cassettes, 1975.

Carpentry. Career Aids, Inc., cassettes, 1975.

Developments. Career Aids, Inc., filmstrips/cassettes, 1975.

Drawing and Specifying Screw Threads. Career Aids, Inc., filmstrips/cassettes, 1975.

Housewiring Series I, II, and III. Career Aids, Inc., filmstrips/cassettes, 1975.

Introduction to Machine and Metal Shop Safety. The 2000 Company, filmstrips/cassettes, 1975.

Introduction to Construction Careers. McKnight Publishing Co., 1975, filmstrips, cassettes/booklets.

Isometric Drawing. Career Aids, Inc., filmstrips/cassettes, 1975.

The Lathe Explained. Learning Arts, Bergwall, filmstrips/cassettes, 1971.

Oxyacetylene Cutting and Welding. Learning Arts, filmstrips/cassettes, 1975.

Oxyacetylene Welding Safety. The 2000 Company, filmstrips/cassettes, 1975.

Sections. Career Aids, Inc., filmstrips/cassettes, 1975.

Woodshop Safety, Sets I, II, and III. The 2000 Company, 1976.

Proposed Purchase Books

Berg, Thomas. Your Future in Welding. New York: Arco, 1972. (\$1.95)

Sumichrast, Michael and Charles P. McMahon. Opportunities in Building Construction Trades. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.45)

Todd, Ronald D., and Karen R. Aim for a Job Working with Your Hands. New York: Richards Rosen, 1975. (\$4.80).

Proposed Purchase Audiovisuals

Building Construction Trades: Building a Future in the Carpentry Trades;
Building a Future as a Bricklayer; Building a Future as an Electrician;
Building a Future as a Pipefitter. Louisville, Ky.: Vocational Guidance
Manuals, 1976. (\$75.00)

Career Education Clusters: Construction, Westinghouse Learning Corp. (set of
15 clusters) (\$319.50)

Consumer and Homemaking

Current Collection Books

Paris, Jeanne. Your Future as a Home Economist. New York: Richards
Rosen, 1964.

Current Collection Audiovisuals

Marriage and Money. Institute of Life Insurance, filmstrip/disc recording, 1973.

Mate Selection: Making the Best Choice. Sunburst Communications, filmstrips/
cassettes, 1975.

Nutrition: Food vs. Health. Sunburst Communications, filmstrips/cassettes,
1975.

Patchwork and Quilting. Butterick, filmstrips/cassettes, 1975.

Preparation for Parenthood. Sunburst Communications, filmstrips/cassettes, 1975.

Sewing Series. McGraw Hill, filmstrips, 1975.

Stitchery and Applique. Butterick, filmstrips and cassettes, 1975.

Proposed Purchase Books

Greer, Michael. Your Future in Interior Design. New York: Arco, 1976.
(\$1.95)

Members of the American Dietetic Association. Your Future as a Dietitian.
New York: Arco, 1973. (\$1.95)

O'Connell, Desmond H. Your Future in the Bakery Industry. New York:
Arco, 1971. (\$1.95)

Paris, Jeanne. Your Future as a Home Economist. New York: Arco, 1977.
(\$1.95)

Westbrook, James H. Your Future in Restaurants and Food Service. New
York: Arco, 1970. (\$1.95)

Proposed Purchase Audiovisuals

Career Education Clusters: Consumer/Homemaking. Westinghouse Learning
Corp. (one of set of 15, \$319.50)

Careers in Child Care and Youth Guidance. Butterick. 4 filmstrips/cassettes
(\$72.00)

Careers in Consumer Affairs. Butterick. Filmstrips/cassettes (4) (\$72.00)

Careers in Housing: the Interior. Butterick. 4 filmstrips/cassettes (\$72.00)

Careers in the Fashion Industry. Butterick. 8 filmstrips/cassettes (\$128.00)

Careers in Home Economics. Guidance Associates. (\$6.00)

Jobs for You: It's Happening in Home Economics. Guidance Associates.
Filmstrips with cassettes (\$26.00)

Making It in Food Services. Melton Multimedia. Filmstrips with cassettes (\$44.00)

Environment

Current Collection Books

Ferguson, J. G., ed. Career Opportunities--Ecology, Conservation, and Environmental Control. Chicago: Ferguson, 1971.

Fox, William W. Careers in the Biological Sciences. New York: Henry Z. Walck, 1963.

Nourse, Alan E. So You Want To Be a Scientist. New York: Harper and Row, 1960.

Current Collection Audiovisual

Environmentmental Mathematics Series. BFA Educational Media, filmstrips, 1975.

Careers in Math and Science. Denoyer-Geppert AV, 1975.

Making It in the Environmental Sciences. Current Affairs, filmstrip, 1975.

Proposed Purchase Books

Clarke, Emerson and Vernon Root. Your Future in Technical and Science Writing. New York: Arco, 1975. (\$1.95)

Hahn, James and Lynn. Environmental Careers. New York: Watts, Baker & Taylor, 1976. (\$4.33)

Levine, Sol. Your Future in NASA. New York: Arco, 1976. (\$1.95)

Millard, Reed. Careers in the Earth Sciences. New York: Messner, Baker & Taylor, 1975. (\$6.29)

Thompson, William E. Your Future in Nuclear Energy Fields. New York: Arco, 1974. (\$1.95)

Winter, Charles A. Opportunities in Biological Sciences Careers. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.95)

Proposed Purchase Audiovisual

Career Education Clusters: Environment. Westinghouse Learning Corp. (Set of 15 clusters.) filmstrips/cassettes. (\$319.50)

Environmental Careers: Protection and Public Health; Biology and Ecology; Conservation and Natural Resource Management; Land Use Planning and Environmental Design. Four filmstrips with disc recordings. Vocational Guidance Manuals. (\$75.00)

Careers in Biology. Vocational Guidance Manuals. Filmstrips with cassettes. (\$45.00)

Fine Arts and Humanities

Current Collection Books

Dalrymple, Jean. Careers and Opportunities in the Theatre. New York: Dutton, 1969.

Dickson, Frank A. Handbook of Short Story Writing. Cincinnati: Writer's Digest, 1970.

Mann, William. Lettering and Lettering Display. Cincinnati: Van Nostrand Reinhold, 1970.

Current Collection Audiovisuals

The Language of Design. Visual Aids Studio, 3 filmstrips, 1970.

Modern Sculpture. Visual Publications, slide set, 1970.

Perspective II. Educational Audio Visual, filmstrip/cassette, 1966.

Producing a Play. International Film Bureau, 8 filmstrips with disc recordings, 1972.

Proposed Purchase Books

Keppler, Victor. Your Future in Photography. New York: Arco, 1974. (\$1.95)

Proposed Purchase Audiovisual

A Career as Advertising Artist. Multimedia Productions. Filmstrip/cassette.
(\$14.95)

Career Education Cluster: Fine Arts and Humanities. Westinghouse Learning
Corporation. (Part of set of 15) (\$319.50)

Careers in Cartooning and Animation. Educational Dimensions. Filmstrips.
(\$49.00)

Health

Current Collection Books

American Dietetic Association. Your Future as Dietician. New York: Richards
Rosen, 1964.

Darby, Patricia. Your Career in Physical Therapy. New York: Messner, 1969.

Dodge, Bertha S. Hands that Help. New York: Little, Brown, and Co., 1967.

Engle, Eloise. Pararescue: What Men Dare Do. New York: John Day and Co.,
1967.

Kalb, S. William. Your Future as a Physician. New York: Richards Rosen,
1963.

Kinsinger, Robert E., ed. Career Opportunities: Health Technicians. Chicago:
J. G. Ferguson, 1974.

McDonnell, Virginia. Your Future in Nursing. New York: Richards Rosen,
1963.

Nolan, William A. The Making of a Surgeon. New York: Pocket Books, 1970.

Nourse, Alan E. So You Want To Be a Nurse. New York: Harper and Row,
1961.

Nourse, Alan E. So You Want To Be a Scientist. New York: Harper and Row,
1960.

Wright, Helen. Great Adventures in Nursing. New York: Harper, 1960.

Current Collection Audiovisuals

Careers in Math and Science. Denoyer-Geppert, filmstrip (197?)

Careers in Health. Denoyer-Geppert, filmstrip, 1968.

Ways of Working in Science. Encore, filmstrip, 1974.

Proposed Purchase Books

Chermok, Norma B. Your Future in Medical Assisting. New York: Arco, 1975. (\$1.95)

Frost, Jane C. Your Future as a Dental Assistant. New York: Arco, 1975. (\$1.95)

Gregg, James R. Your Future in Optometry. New York: Arco, 1972. (\$1.95)

Kalb, S. William. Your Future as a Physician. New York: Arco, 1974. (\$1.95)

Kirk, W. Richard. Your Future in Hospital Work. New York: Arco, 1974. (\$1.95)

Kraemer, James. Your Future in Pharmacy. New York: Arco, 1975. (\$1.95)

Paul, Grace. Your Future in Medical Technology. New York: Arco, 1971. (\$1.95)

Robinson, Alice. Your Future in Nursing Careers. New York: Arco, 1972. (\$1.95)

Stimson, Russell. Opportunities in Opticianry Today. Louisville, Ky: Vocational Guidance Manuals, 1975. (\$2.45)

Super, Donald E., and Charles M. Super. Opportunities in Psychology Careers Today. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.95)

Proposed Purchase Audiovisuals

Allied Health Careers: Emergency Medical Technician and Physician's Assistant; Diagnostic Technicians and Techologists; Therapy and Rehabilitation; Medical Records and Health Care Administration. Filmstrips with cassettes. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$75.00)

Career Education Clusters: Health. Westinghouse Learning Corp. (Part of set of 15 clusters) (\$319.50)

Careers in Health. Butterick Career Resource Center. 4 filmstrips with cassettes. (\$72.00)

Hospitality & Recreation

Current Collection Books

None

Current Collection Audiovisuals

None

Proposed Purchase Books

Jensen, Clayne R. Recreation and Leisure Time Careers. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.45)

McGonagle, Bob and Marquita McGonagle. Careers in Sports. New York: Lothrop Lee and Shepard, 1975. (\$4.81 Baker & Taylor)

Milne, Robert Scott. Opportunities in Travel Careers. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.95)

Sonnabend, Roger. Your Future in Hotel Management. New York: Arco, 1976. (\$2.95)

Proposed Purchase Audiovisuals

Career Educational Clusters: Hospitality and Recreation. New York: Westinghouse Learning Corporation. (Part of set of 15 clusters.) (\$319.50)

Manufacturing

Current Collection Books

Brooking, Walter J., ed. Engineering Technicians. New York: Ferguson, 1975.

Feder, Raymond L. A Definitive Study of Your Future in Chemical Engineering. New York: Richards Rosen, 1962.

Pollack, Phillip. Careers and Opportunities in Physics. New York: Dutton, 1961.

Current Collection Audiovisuals

Careers in Math and Science. Denoyer-Geppert, 197?.

Introduction to Manufacturing Careers. McKnight Publishers, 1975.

Proposed Purchase Books

Dibby, Dause L. Your Future in the Electronic Computer Field. New York: Arco, 1971. (\$1.95)

Garson, Barbara. All the Live Long Day: The Meaning and Demeaning of Routine Work. New York: Doubleday, 1975. (\$5.33)

Keefe, John E. Your Future as an Electronic Technician. New York: Arco, 1976. (\$1.95)

Stern, B. J. Opportunities in Machine Shop Trades. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.45)

Peterson, Ottis. Your Future in Engineering Careers. New York: Richards Rosen, 1975. (\$4.80)

Proposed Purchase Audiovisuals

Career Education Clusters: Manufacturing. Westinghouse Learning Corp. (Part of set of 15 clusters.) (\$319.50)

Marine Science

Current Collection Books

Nourse, Alan E. So You Want To Be a Scientist. New York: Harper, 1960.

Sidney, Howard, ed. Career Opportunities: Agricultural, Forestry and Oceanographic Technicians. Chicago: Ferguson, 1974.

Current Collection Audiovisuals

None

Proposed Purchase Books

Gaber, Norman H. Your Future in Oceanography. New York: Arco, 1976 (\$1.95)

Proposed Purchase Audiovisuals

Career Education Clusters: Marine Science. New York: Westinghouse Learning Corp. (Part of set of 15 clusters.) (\$319.50)

Marketing, Distribution and RepairCurrent Collection Books

Fitz-Gibbon, Bernice. Macy's, Gimbel's and Me. New York: Simon and Schuster, 1951.

Kaefe, John. Aim for a Job in Appliance Service. New York: Richards Rosen Press, 1969.

Lenz, Bernie. The Complete Book of Fashion Modeling. New York: Crown, 1969.

Wiggs, Garland D. Marketing, Business, and Office Specialists. Chicago: J. G. Ferguson Pub., Co., 1970.

Current Collection Audiovisuals

None

Proposed Purchase Books

Daly, Donald. Your Future in Air Conditioning and Refrigeration. New York: Arco, 1970. (\$1.95)

Durst, Seymour B., and Walter H. Stern. Your Future in Real Estate. New York: Arco, 1974. (\$1.95)

Elzerman, A. W. Your Future in Salesmanship and Sale Management. New York: Arco, 1976. (\$1.95)

Groome, Harry. Opportunities in Advertising. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.45)

Haas, Kenneth B. Opportunities in Sales and Marketing Careers. Louisville, Ky.: Vocational Guidance Manuals, 1976. (\$2.95)

Newman, Bernard. Your Future in High Fidelity Industry. New York: Arco, 1970. (\$1.95)

Sommer, Armand, and Daniel P. Kedzie. Your Future in Insurance. New York: Arco, 1970. (\$1.95)

Proposed Purchase Audiovisuals

Career Education Cluster: Marketing and Distribution. Westinghouse Learning Corporation (Part of set of 15 clusters.) (\$319.50)

Repair Trades. BFA Educational Media. Filmstrips/cassettes. (\$68.00)

Personal Service

Current Collection Books

Cason, Kathryn. How to Become an Airline Stewardess. New York: McFadden-Bartell, 1964.

Redden, Kenneth Robert. So You Want To Be a Lawyer. Indianapolis: Bobbs-Merrill, 1951.

Rudolph, Patricia. Your Future as an Airline Stewardess. New York: Richards Rosen, 1961.

Current Collection Audiovisuals

None

Proposed Purchase Books

Gelb, Lawrence M. Your Future in Beauty Culture. New York: Arco, 1972.
(\$1.95)

Proposed Purchase Audiovisuals

Career Education Clusters: Personal Services. Westinghouse Learning Corp.
(Part of set of 15 clusters.) (\$319.50)

Making It in Human Services. Melton Multimedia. Filmstrips/cassettes. (\$44.00)

Public Service

Current Collection Books

Arnold, Walter M. Career Opportunities--Community Service and Related Specialists. Chicago: Ferguson, 1974.

Calvert, Rear Admiral James. The Naval Profession. New York: McGraw Hill, 1965.

Chamberlin, Jo Hubbard. Careers in the Protective Services. New York: Henry Z. Walck, 1963.

Cohn, Angelo. Careers with Foreign Languages. New York: H. Z. Walck, 1963.

Foreign Policy Association. Careers in World Affairs at Home and Abroad. New York: Doubleday, 1961.

Gelinas, Paul J. So You Want To Be a Teacher. New York: Harper & Row, 1965.

Green, William. The Congressman. New York: McGraw Hill, 1969.

Hendry, J. G. Your Future in Translating and Interpreting. New York: Richards Rosen, 1969.

Hoopes, Roy, ed. The Peace Corps Experience. New York: Clarkson N. Potter, Inc., 1968.

McGraw-Hill. Writing Performance Goals: Strategy and Prototypes. New York: McGraw Hill, 1971.

Mach, Johnny. So You Want To Be a High School Football Coach. Elizabeth, N.J.: Pageant Press, 1966.

Madow, Pauline, ed. The Peace Corps. Bronx New York, 1964.

Neal, Harry Edward. Your Career in Foreign Service. New York: Messner, 1965.

Paradis, Adrian A. Toward a Better World. McKay, 1966.

Schuen, Karl. Service Women and What They Do. New York: Franklin Watts, Inc., 1964.

Whittlesay, Susan. U.S. Peace Corps: The Challenge of Good Will. New York: Coward McCann, 1963.

Current Collection Audiovisuals

Salaried Worker. Denoyer Geppert AV, 1967. Filmstrip.

Self-Employed. Denoyer Geppert AV, 1967. Filmstrip.

Civil Service Jobs. Denoyer Geppert AV, 1966. Filmstrip.

Proposed Purchase Books

Gammage, Allen Z. Your Future in Law Enforcement. New York: Arco, 1977. (\$1.95)

Gould, Stephen. Your Future in the Federal Government. New York: Arco, 1977. (\$1.95)

MacCloskey, Monroe. Your Future in the Military Service. New York: Arco, 1973. (\$1.95)

Shockley, Robert J. Your Future in Elementary School Teaching. New York: Arco: 1976. (\$1.95)

Stinchcomb, James D. Opportunities in Law Enforcement and Related Careers. Louisville, Ky.: Vocational Guidance Manuals, 1975. (\$4.75)

Proposed Purchase Audiovisuals

Career Education Clusters: Public Service. Westinghouse Learning Corp.
(One of set of 15 clusters.) (\$319.50)

Making It in Government. Melton Multimedia. Filmstrips with cassettes
(\$44.00)

The Teaching Paraprofessional. Multimedia Productions. Filmstrip with
cassettes. (\$14.95)

INDUSTRIAL ARTS,
VOCATIONAL EDUCATION,
BUSINESS AND
HOME ECONOMICS

INDUSTRIAL ARTS, VOCATIONAL EDUCATION,
BUSINESS, AND HOME ECONOMICS

INTRODUCTION

Don E. Hoch of El Dorado suggests that a course in plastics showing materials, processes, and careers in the field will help his students decide on a career in the area of industrial arts. Donald A. Weiner of Colby shows how career education can be infused into vocational automobile mechanics, specifically the brake repair system. He shows, too, how course work is interrelated with other areas of school study, such as science, language, art, mathematics and social studies. At Haven High School, Loretta Baker tells how units in office machines, projects, motivation and goals, interest surveys and reports on careers are infused into the business curriculum. Joyce E. Paxson of Whitewater High School shows how the career components of self, work, leisure and resources are infused into a nine-week business unit of "Getting and Keeping a Job." Especially effective are the resource lists given by Diana R. Rice of Hutchinson, for infusion of career education into home economics classes of child care, clothing, family living, and foods.

CAREER EDUCATION EMPHASIS IN
INDUSTRIAL PLASTICS

Don E. Hoch
USD #206, ElDorado

Industrial Arts
Hutchinson Workshop

INTRODUCTION

As more and more emphasis is being placed on career education, it is fitting that materials of this type should surface. Reflecting on education in general, one finds that educators are slowly coming to the conclusion that it is the responsibility of pre-college educators to provide career awareness and exploration.

Too many people spend too much of their productive life searching for a suitable career or occupation. Education must find a way to cut down this amount of unproductive time. Only when students are being exposed to as many career opportunities as possible will they be able to make a clear choice. We in the field of industrial education are in an opportune position to help students in the making of their choices.

Careers in plastics are many and varied. It is our hope that occupational preferences will surface when students are placed in situations that provide them with a wide range of experiences in plastic materials and processes.

Career exploration should never end, but most people are happier if they find some stability in their careers. To help students make clear choices that will result in reasonably stable careers is an objective of career education. Only when a student has found an area of work which will profit from his or her input and give in return a sense of accomplishment will this student move from an emphasis on the exploration phase to an emphasis on the action phase of his or her working life.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit I Perspective

TIME REQUIRED: 2 periods - Lesson 1

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Take notes pertaining to the material being covered. (These notes will be written in the margins of hand outs.) 2. Respond orally to questions asked on the completion of this unit. 3. Read Chapter One from the text.	Student will receive a file folder containing pictorial and written material covering Unit One. O. H. transparencies (8-27) Text: <u>Modern Industrial Plastics</u> by Terry A. Richardson	Instructor	The student will: 1. Become aware of just what plastic materials are. 2. Gain some historical background of the plastic industry. 3. Become familiar with processing methods. 4. See the importance of tooling. 5. Gain an insight into plastic composition. 6. Become aware of and explore plastics occupations.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit I Perspective

TIME REQUIRED: 1 period - Lesson 2

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Fill out three paper-pencil assignments dealing with the plastics industry. 2. Witness a transparency review and observe a film-strip presentation on semi-skilled and skilled plastics occupations.	O. H. transparencies (8-27) Filmstrip with cassette tape "I" Overview 410 Plastics Forming and Design Acoustifone Corporation Chatsworth, California	Instructor Representative from a local plastics industry	The student will: 1. Become familiar with plastics terms. 2. Gain some insight into the various career opportunities in the world of plastics.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

TOPIC: Unit I Perspective

TIME REQUIRED: 3 days - Lesson 3

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Operate at the following occupational levels. Technical, skilled and semi-skilled. 2. Produce three different products. 3. Fill out a perspective analysis chart on products being produced. 4. Read chapters 21 and 22.	Examples of the three products. O.H. Transparencies (37-43) The Plastic Laboratory Plastics materials Text	Instructor	The student will: 1. Be able to match laboratory operations with major concepts of the course. 2. Become familiar with plastics laboratory as evidenced by completion of three take-home products.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit II Material Technology TIME REQUIRED: 2 periods - Lesson 4

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Produce a product using the following materials: liquids, granules, pellets, powders and sheet. 2. Observe a series of demonstrations on how various plastics formulations are processed. 3. Listen to and ask questions of the guest speaker on materials. 4. Take notes in the hand out booklet.	O. H. Transparency (49) Examples of the plastics materials being examined. Readings: Cope's book on Plastics, pp. 14-31 Industrial Plastics, pp. 29-35 Plastics Technology, pp. 30-34 Text: Chapters 2-3-4-7	Instructor A representative from a plastics materials distributor.	The student will: Become more familiar with the costs and applications of various plastics materials.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit II Material Technology TIME REQUIRED: 1 period - Lesson 5

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Recall primary occupational titles of those who work with materials. 2. Identify the occupational title associated with a given job description. 3. Recall the primary additives commonly used in plastics resins. 4. Identify the sources for polymetric material. 5. Take notes in handout booklet. 6. Read chapters 2-3.	O.H. Transparencies (53-54) Text	Instructor	The student will: 1. Be able to name the major occupational titles for persons who work with materials. 2. Describe typical duties and the nature of each occupation.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

TOPIC: Unit II Material Technology TIME REQUIRED: 2 periods - Lessons 6-7

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Learn to identify various plastic materials. 2. Test and fill out the identification chart. 3. Read chapters 8-9.	O. H. Transparency (57) Samples of the following materials: polyethylene, styrene, polyvinyl chloride, acrylic, acetate, butyrate, and phenolic. Heat source open flame. Solvents: water, toluene, butyl acetate, acetone, and cyclohexanone. Text	Instructor	The student will: Identify various plastic materials by testing for each one's unique characteristics.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 Period - Lesson 8

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Be able to enumerate critical factors involved in tool engineering. 2. Describe the sequence to be followed in tooling-up for drape vacuum forming. 3. Take notes in handout booklet. 4. Read Chapter 17.	O. H. Transparencies (63-68-69-70-74-88) Master mock-up Splash of mock-up Drape thermoforming tool Completed product Text	Instructor Someone from the community involved with tool building in the plastics industry.	The student will: Describe tools and materials requirements for drape vacuum forming.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 period - Lesson 9

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Observe a teacher demonstration involving the building of a master mock-up base. 2. Take notes pertaining to demonstration. 3. Read Chapter 23.	Hydrocal tooling plaster and other material required for student demonstration Text	Instructor	The student will: 1. Understand the principal functions of a pattern maker. 2. Recite the major steps required in building a master mock-up base.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 Period - Lesson 10

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Mix and cast a hydrocal tooling plaster mock-up base 2. Take notes on handout material concerning various types of tooling plasters.	Supplies: Wooden frames, mixing bowls, hydrocal plaster, shellac and brushes, wiping rags, masking tape, alcohol, hemp, and water. Equipment: Pneumatic stirrer and water sink with plaster trap.	Instructor.	The student will form a master mock-up base.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 2 days - Lesson 11

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Watch teacher demonstrate the making and mounting of tooling templates. 2. Fabricate the base and sweep templates. 3. Mount base template.	Aluminum template stock. Tools and equipment necessary for template fabrication. Template patterns.	Instructor	The student will complete tooling templates necessary for the completion of the plaster master mock-up tool.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 Period - Lesson 12

x Work

 Leisure

x Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Observe plaster sweeping demonstration. 2. Sweep in master mock-ups.	Supplies: Completed mock-up bases Roughing sweep template Finishing sweep template Plaster (Hydrocal)	Instructor	The student will have a better understanding of the most critical skills required of a pattern-maker.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 period - Lesson 13

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Accurately smooth and finish the cured master mock-up. 2. Sweep in fillets around the base template. 3. Apply several wash coats of shellac and lacquer.	Finishing materials and modeling clay.	Instructor	The student will finish master mock-up ready to take splash.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

 x Work

 Leisure

 x Resources

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 period - Lesson 14

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Observe a demonstration of taking a plaster splash. 2. Make a plaster splash from master mock-up	A master mock-up from which a plaster splash can be taken. Plaster and other necessary tools and equipment needed.	Instructor	The student will: Complete a plaster splash of her or his master mock-up

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Unit III Tool Engineering and Tool Making

TIME REQUIRED: 1 period - Lesson 15

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Discuss the use of metal-filled epoxy. 2. Describe the characteristics of a thermoforming mold. 3. List procedures for laying up an epoxy thermoforming tool. 4. Take notes on student handout sheets. 5. Read Chapter 14.	Completed thermoforming mold Text	Instructor	The student will: Become aware of the proper procedure for building epoxy thermoforming tool.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self
 x Work
 Leisure
 x Resources

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 period - Lesson 16

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Apply parting agents. 2. Select and cut fiberglass cloth. 3. Design and build a vacuum box.	Supplies: Fiberglass cloth, shellac with brushes, alcohol and wiping rags. Equipment: Scissors, radial arm saw, nails, hammers and spray gun with booth.	Instructor	The student will: Apply parting agent, pre-cut fiberglass cloth and build a vacuum box.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Unit III Tool Engineering and Tool Making

TIME REQUIRED: 2 periods - Lesson 17

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Observe a teacher demonstration on the proper way to: a. Weight resin and catalyst. b. Apply surface coat. c. Reinforce with glass cloth. d. Nest the vacuum box. e. Clean up f. Store lay-up. 2. Take notes. 3. Build an epoxy tool.	Supplies: Epoxy coating resin, laminating epoxy resin, stiff brushes, alcohol, glass cloth, wiping rags, disposable gloves, tongue depressors	Instructor	The student will: 1. Witness the proper procedure for developing an epoxy tool. 2. Build an epoxy tool from plaster splash.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Unit III Tool Engineering and Tool Making

TIME REQUIRED: 1 period - Lesson 18

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Separate the laid-up tool from plaster splash. 2. Trim and sand the epoxy lay-up. 3. Locate and drill air exhaust holes,	Supplies: Abrasive paper #55 twist drill and motor Equipment: Tools needed for tool separation.	Instructor	The student will: Separate and prepare epoxy tool

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Plastics

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

 x Work

 Leisure

 x Resources

TOPIC: Unit III Tool Engineering
and Tool Making

TIME REQUIRED: 1 period - Lesson 19

Activities	Material Resources	Human Resources	Outcomes
The student will: 1. Observe a teacher demonstration on how to mount tool on thermoforming machine. 2. Observe proper procedure for operating the thermoforming machine. 3. Mount and produce a product from the tool.	Completed tool Vacuum forming machine Vacuum forming materials	Instructor	The student will: Produce a product from the vacuum forming tool.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

EVALUATION

Evaluations will be based on student understanding of the career area.

Written examinations will be administered periodically through-out the duration of the course. Handouts will be given to all students on which note-taking will be done. On the completion of each unit, students will place handouts in folders and turn in the folders for evaluation. Evaluations of skills and procedural development will be evidenced by tools and products completed during the course.

INTEGRATION OF CAREER EDUCATION WITH VOCATIONAL AUTOMOBILE MECHANICS

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Vocational Education
Colby Workshop

INTRODUCTION

Career education in relation to vocational automobile mechanics encompasses more than teaching the knowledge and skills of an occupation. The students who traditionally are enrolled in shop courses are those who have had little success in the academic subjects and do not possess a good understanding of the world of work.

These students have not acquired the ability to organize their time and develop good study habits. This deficiency results in a poor attitude toward their school studies which eventually will carry over into the job upon leaving school. Thus, the major problem facing the vocational teacher is not skill development but rather the need to provide students with experiences and guidance which will allow them to develop good work habits and to attain good attitudes toward themselves. It is also equally important for the vocational course

to reinforce and improve the students' basic academic skills in reading, writing, and mathematics.

The concept of career education provides the vehicle by which the vocational and academic areas of the school can join together to help the students become better oriented to the world of work and better able to select and pursue future careers.

In this report the writer has shown how to integrate the concepts of career education into the twelfth-grade automobile mechanics course taught at Colby High School. The Brake Unit was developed as an example under the Process Phase of Orientation.

Course Description

This course is a vocational twelfth-grade automobile mechanics course which meets three periods per day for two semesters providing three units of credit. At the successful completion of this course, the students can choose to enter employment, at the entrance level, in the field of automobile mechanics or can elect to continue training in an automobile mechanics program at a post-high school vocational college or private school.

Course Objectives

1. The students will display acceptable knowledge, skill, attitude, and work habits necessary for obtaining and retaining employment on the entrance level in automobile mechanics or related occupations.
2. The students will acquire an adequate background in automobile

mechanics to facilitate ease of entrance into a post-secondary vocational school.

Course Organization

Class time is divided into classroom and shop activities. During the first semester the students will spend the first period in the classroom receiving instruction in "related information." The students will spend the second and third periods in the shop observing demonstrations and learning how to repair automobiles. The second semester the students will perform "live work" in the shop for three periods, getting realistic hands-on experience repairing automobiles.

Grading Policy

In order for a student to obtain a grade of "C" he or she must do acceptable work in the shop and successfully complete the performance tests. The performance tests determine the student's skill development and knowledge of related information, such as work procedure and general specifications. To obtain a grade of "B" or higher, the student must actively participate in class discussion pertaining to related information and receive a grade of B or higher on the written tests.

Work performance in the shop is the most important part of this class. The student cannot obtain a passing grade by doing well on the written tests and not on work in the shop. This grading policy is designed to encourage the student who is academically weak by providing the opportunity to work for a passing grade even though passing grades are not received on the written tests.

Important: The student must also display an acceptable attitude toward the class and the other students and must work in a safe manner so as not to place anyone in danger of physical injury.

Interrelation with Other Subjects
of Colby High School

The following is a listing of the interrelation of automobile mechanics with other subjects offered in the high school in order to facilitate career education.

Science. Students will be encouraged to select from the following list of automobile-related subjects when they are required to present written or oral reports in science class. Students will also be encouraged to ask the science teacher how the following subjects relate to the automobile: energy, environment, pollution, electricity and electronics, fuels and lubricants, heat engine theory, hydraulic theory, friction theory, metals, and plastics.

Language arts. The students' skill in reading will be reinforced by reading automobile resource books and by using the various repair manuals to obtain specifications and standard repair procedures. Public speaking will be strengthened by the presentation of oral reports to the automobile class. Skill in writing will be gained by taking notes during class discussion, preparing written reports, writing customer repair orders, and filling out simulated job application forms. Students will be encouraged to select automobile-related subjects when they are required to present written or oral reports in the various

language arts classes.

Art. The student will gain an appreciation for drawing when it becomes necessary to interpret shop manual and parts manual illustrations. Students will also be encouraged to use automobile-related forms, shapes, and designs when preparing projects in art classes.

Mathematics. The students will reinforce skills in mathematics by reading measurements on the micrometer, determining the amount of wear on a part, computing repair charges, computing labor rates, and estimating repair costs. They will also be encouraged to ask the mathematics teacher to relate what they are studying to the automobile field.

Social studies. Class discussions will emphasize the pollution aspects of the automobile and its impact on the environment. History of the automotive industry will be studied along with the industry's economic influence in the United States and the world. The students will develop the proper social attitude and work habits which are necessary to obtain and retain employment in the automotive field. The students will be encouraged to select automobile-related subjects when they are required to present written or oral reports in the social studies classes.

UNIT: BRAKE REPAIR

This unit is divided into the two sections of friction and hydraulic repair. The following relates career education to the friction section of the brake repair

unit.

Section: Repair Brake Friction System

In this section the students will learn how to replace worn brake shoes with new brake shoes and to make accurate adjustments. Students are to consult a repair manual to follow standard repair procedures and to obtain accurate specifications.

Career Components of the Process

Phase: Orientation

1. Self

Activity: Replace brake lining and perform accurate adjustments.

Objectives:

- A. The student will be able to inspect, replace, and properly adjust the brake shoes.
- B. The student will be able to consult a shop manual and follow standard repair procedures and obtain specifications.
- C. The student will be able to inspect the finished repair to determine if the automobile is safe to operate on the public roads.
- D. The student will gain a sense of pride, self-worth and self-satisfaction from the successful completion of the repair.

Procedure: The teacher will provide classroom-related information concerning the repair of the brake friction system. The actual repair will be performed on a customer automobile in order to simulate a situation in an actual repair shop in the business world.

2. Work

Activity: The teacher will conduct an organized field trip to local businesses which employ mechanics with brake repair

knowledge and skill, such as repair shops in new car dealerships, independent garages, tire stores, and discount stores.

Objectives:

- A. The student will be able to relate the skill and knowledge learned in the school automobile mechanics shop to the real world of work.
- B. The student will be able to identify employment opportunities in various businesses.
- C. The student will understand the work conditions and environment of the brake shop.
- D. The student will be able to visit with the employer and employees of a brake shop.

Procedure: Before the field trip the teacher will orient the students to employment opportunities and working conditions of the experience sites. On return from the field trip, the students will be encouraged to ask questions concerning what was observed and also to discuss employment opportunities.

3. Leisure

Activity: The teacher will conduct a class discussion concerning the optional value of knowing how to repair brakes at home on the student's or friend's automobile.

Objectives:

- A. The students will realize pleasure, pride, self-worth, and self-satisfaction by repairing brakes as a hobby.
- B. The students will improve their self-image.
- C. The students will enhance their image to their friends.

Procedure: After completing one successful brake repair the students will be encouraged to repair the brakes on a friend's or relative's automobile.

4. Resources

Activity: The teacher will invite the school guidance counselor, a

representative of the state employment office, and an employer to address the class.

Objectives:

- A. The students will learn where to go to obtain employment information.
- B. The students will learn what an employer expects of the employees who work in his or her shop.
- C. The students will learn how to make application for employment.

Procedure: An employer's representative will conduct a simulated job interview with the students. The state employment representative will help the student fill out simulated job application forms.

Evaluation

In order to evaluate the student's growth comprehensively, the teacher will engage in the following:

1. Observe the student in the process of performing the repair to determine work habits, attitude, skill, and proficiency.
2. Observe the student to determine if she or he is using standard repair procedures recognized in the industry.
3. Visit with the student on an individual basis to determine if he or she is gaining a sense of self-confidence and self-satisfaction from the work performed.
4. Inspect the completed brake repair to determine whether it is safe for the automobile to be operated on the public roads.
5. Conduct written examinations to determine the student's knowledge of related information.

6. Remember that the student's ability to gain and to retain employment in a brake repair shop is the ultimate evaluation.

SUMMARY

The purpose of this vocational automobile mechanics course is to provide adequate learning experiences which will allow the student to develop the skill, knowledge, and proper attitude required to gain and retain employment on the entrance level in the field of automobile mechanics. By integrating the concepts of career education into this and the other courses offered in the high school, the school can help students to gain a better understanding of the real world of work and become happy contributors in our society.

CAREER EDUCATION IN BUSINESS COURSES

Loretta Baker
USD #312

Business
Hutchinson Workshop

INTRODUCTION

Career education's primary focus is on increasing the ability of individuals to recognize and to capitalize on relationships between education and work in our society. It places equal emphasis on society's need for work in increasing productivity and on the individual's need to find personal meaning in the work she or he does. Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade, eight of ten jobs in America will not require a baccalaureate degree.

More appropriate curriculums must be developed, validated, and implemented, and they must be used more realistically if we are to meet the needs and desires of students and of society. The main thrust of career education is to prepare all students for a successful life of work by increasing their options

for occupational choice, by eliminating barriers--real and imagined--to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Haven High School is primarily a rural area school. A few students come from the urban area of Hutchinson, but most of the students are from four small towns or farm area. Of the 425 enrollment, 50-60 percent attend college; 5 percent go to Vo-Tech schools, and 30-35 percent go into the world of work. This system has about three percent who will enter the world of work when they turn sixteen; therefore, they will not finish their high school education.

Haven school district feels that career education should include the following basic features:

1. The current rapidity of occupational change demands that both youth and adults be equipped with adaptability skills. There are two broad classes of adaptability skills: (a) basic academic skills and (b) good work habits.

2. Each student, at whatever point she or he leaves the formal educational system for the world of paid employment, needs one or more sets of specific vocational skills that can be used to gain entry into today's labor market. For some students, such skills will have to be learned at the secondary school level.

3. Career decision-making skills are absolutely essential in a society where, above all else, freedom of choice exists for each individual. A common mistake that is made is thinking about career decision-making as though it occurred at only one time. It is essential to recognize that this is a developmental

process.

Keeping in mind the career education philosophy of the district and the kind of students with whom teachers are working, the writer has set up the following goals to be implemented into the business department at Haven High School:

1. To provide meaningful activities which students can use after high school.
2. To introduce students to as many different careers by use of material, human, and community resources.
3. To assist students in assessing their career interests, abilities, values, and needs.
4. To maximize to the fullest extent career development options for themselves and for their children.
5. To develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.

At Haven High School through business classes teachers try to introduce students to many approaches so that students may answer some of the questions about career and career planning. The following pages are a planned study for the introduction to business class which is a sophomore-junior level course.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self

TOPIC: Office Machines

TIME REQUIRED: 20 periods

☒ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Students learn to operate ten key, printing calculator, electronic calculator, mimeograph machine, duplicator machine and cash register. 2. Guest speakers demonstrate or discuss these skills.	Individual pamphlets for each machine. Students work from these pamphlets at their own rate. Papers are handed in and graded daily.	Guest speakers include office personnel and business machine salesmen.	The students will: 1. Operate, care, and use the different machines. 2. Be aware of the career opportunities available in business machines.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☐ Resources

TOPIC: Projects

TIME REQUIRED: 20 periods

Activities	Material Resources	Human Resources	Outcomes
1. Students complete a project in which they keep records, write checks, make payments, and answer correspondence. 2. Field trip to bank and accounting firm. 3. Accountant guest speaker to introduce students to the open field of accounting. 4. Banker guest speaker to help students in check writing as well as introduce students to the services of the local bank.	Project in the form of a practice set. Use of two different sets, Gregory Kent Company and Family Management.		Students will: 1. Be aware of the fields available in accounting and have some knowledge of the careers available in banking as well. 2. Have some knowledge of record keeping and check writing for self use.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: x Self

TOPIC: Motivation and Goals

TIME REQUIRED: 3 periods

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
Have each student set up some goals: (1) 5-year goals (2) 1-year goals (3) 1-month goals (4) daily goals Show 16 mm film. Guest speaker on planning ahead, goal setting and motivation	16 mm film "Pack Your Own Chute," good film to kick-off a career unit.	Guest speaker Brown Mackey Business College in Salina has some excellent speakers on motivation and goals	Students will: Start setting goals for the future.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self

TOPIC: Interest Survey

TIME REQUIRED: 6 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Fill out Strong-Campbell interest survey. These are computer-type interest tests so teachers send them in and when they are returned teachers go over them with each student to help him or her determine some areas of interest. This year teachers sent them in just before Christmas break and had them back when students returned to class. 2. Hear guest speaker on making career choices.	Interest Survey sheets.	Guest speaker	Students will: 1. Determine some areas of interest and do more reading in these areas. 2. Have the experience of taking an interest survey.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self

TOPIC: Career Survey

TIME REQUIRED: 6 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Fill out career sheets for six different careers. 2. Hear guest speakers on various careers.	Career sheets	Guest speakers	Students will be aware of what is involved in six different careers.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Reports on Careers

TIME REQUIRED: 6-8 periods

Activities	Material Resources	Human Resources	Outcomes
1. Use all possible means to write up reports on three careers that interest you most. We use the library, filmstrips, 16 mm films, counselor, community--all as a means to obtain information. 2. Show guidance films on class's indicated interests. 3. Hear guest speakers on various fields of interest.	Films, filmstrips, all kinds of library material and the guidance counselor's group of books.	Guest speakers from the community	Students will do some indepth research on careers of their interest.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAPEER COMPONENTS: ☒ Self

TOPIC: Personal Interview

TIME REQUIRED: 6-8 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Have each student take one of the careers he or she did a report on and prepare a personal interview for that position. 2. Prepare a personal data sheet. 3. Have a personnel director come to class to conduct interviews for the jobs students decide to apply for.	Type up a personal data sheet	Personnel director	Students will prepare for an interview to be given in front of the class. Class members will analyze the interview.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: x Self

TOPIC: Field Trips

TIME REQUIRED: 4 periods

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
Field trips to some different career choices. Visit places that show the students many different kinds of workers and phases of work.	Present some background on the places to be visited. List the different jobs available.	Guides to show the class on the field trips.	Students will: 1. See many jobs available to them and make their own choice. 2. Evaluate the field trips and list the careers available.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Career Planning

GRADE LEVEL: 10-11

CAREER COMPONENTS: ☒ Self

TOPIC: Job Experience

TIME REQUIRED: 1 to 2 hours a day for 10 days

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
After students have found a career interest and re-searched it, they are placed in careers to spend 1 to 2 hours each day with a person doing the job they felt they were interested in. Oral and written report on their on-the-job experience.	Community businesses that will participate.	Community business men that will participate by allowing students to observe and get some on-the-job experience.	Student will: 1. See the career in action 2. Make a decision as to whether research into this career is appropriate.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

STUDENT EVALUATION

Each student fills out an evaluation on the class at the end of the nine-week study on careers. One of these forms is attached. The only way to have a class on career education which is current and up-to-date is by evaluation after each session.

The students can change the format of the class or even the entire class by these evaluations. Each year the class is evaluated, something is changed. The students seem to like guest speakers and first-hand experience with the career of their choice.

When this class first started, the enrollment was ten; the enrollment is now at 65 and the classes are full before sophomores have finished their enrollment. This is an indication that the class is needed and the students feel it is a worthwhile experience.

Mr. Peltier, our school counselor, was a guest instructor in this class helping to cover the area of careers in more detail. With his help the instructor presented more ideas in a varied way.

CAREER EDUCATION IN OFFICE PRACTICE

Joyce E. Paxson
USD #206, Whitewater

Business
Hutchinson Workshop

INTRODUCTION

Career education involves the student, the instructor, and the community working together. Therefore, these three elements of student, instructor, and community have been worked into the following nine-week unit, "Getting and Keeping a Job." The career components of self, work, leisure, and resources which the writer has used are identified in the OUTCOMES column. As there is over-lapping of these components, a general approach has been used in labeling the outcomes. Evaluation of the following plans will be a written report with a criterion of 70 percent for passing.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

☒ Work

☐ Leisure

☐ Resources

TOPIC: Getting and Keeping a Job

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Introduction to Getting and Keeping a Job.	1. Handout prepared by instructor.	1. Instructor	The students will: 1. Develop an awareness of the steps involved in getting and keeping a job. --determining interests --matching interests with skills --finding employment openings --applying for a job --keeping a job

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☐ Resources

TOPIC: Determining Your Interests and Aptitude

TIME REQUIRED: 5 periods

Activities	Material Resources	Human Resources	Outcomes
1. View filmstrip. 2. Fill out worksheet on filmstrip. 3. Fill out worksheet "Determine Your Interest" 4. Take "Differential Aptitude Test" 5. Discuss interests pertaining to leisure-time activities.	1. "Who's You" - Career Decisions filmstrip and worksheet 2. "Determine Your Interest" worksheet 3. Differential Aptitude Test	1. Instructor 2. Counselor	Students will: 1. Develop an awareness of various occupations available in the present society. 2. Develop an awareness of one's interests. 3. Determine one's aptitude for various occupations. 4. Develop an awareness of leisure-time activities available in our society.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☐ Resources

TOPIC: Matching Your Skills and Your Interests

TIME REQUIRED: 2 periods

Activities	Material Resources	Human Resources	Outcomes
1. View filmstrip. 2. Match one's interests and skills.	1. "Getting You and the Job Together" - Career Decisions filmstrip. 2. Worksheet on Matching Applicant to Job.	1. Instructor	1. Students will determine compatability of one's interests and skills to various career choices.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Selecting a Career

TIME REQUIRED: 4-6 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Library research on three possible career choices --Occupational Outlook Handbook --Newspaper 2. List facts found about three choices. 3. Oral presentation of three choices in order of preference and reasons for those preferences.	1. Occupational Outlook Handbook 2. Newspapers	1. Instructor 2. Librarian 3. Students	Students will: 1. Select tentatively three possible career choices 2. Research three career choices 3. Present orally facts about three choices and place in order of preference 4. Develop an awareness of other career choices by listening to presentations of others

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

☒ Work

☐ Leisure

☒ Resources

TOPIC: Panel of Selected Occupations
TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Panel of six employees of the careers researched in previous lesson 2. Students asking questions about six selected careers		1. Persons employed in six of the careers chosen for research in the previous lesson	1. Students will develop an awareness of the duties of the six employees

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Finding Employment
Openings

TIME REQUIRED: 3-5 periods

☐ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Read textbook 2. View transparencies 3. Select job opportunities from newspaper advertisements 4. Field trip to visit private and public employment agencies	1. Secretarial Procedures Textbook 2. Knowledge Needed to Obtain Work transparency 3. Newspapers - Want Ad Section	1. Instructor 2. Librarian 3. Public employment agency employee 4. Private employment agency employee	Students will: 1. Develop an awareness of sources available for finding job openings 2. Be able to identify a. blind ads b. signed ads c. public and private employment agencies

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☐ Work
☐ Leisure
☒ Resources

TOPIC: Filling Out an Application **TIME REQUIRED:** 4 periods

Activities	Material Resources	Human Resources	Outcomes
1. Read textbook material 2. View transparencies 3. Fill in application blanks 4. Students' evaluation of others' application blanks 5. Listen to guest speaker on application blanks	1. Secretarial Procedures textbook 2. Knowledge Needed to Obtain Work transparency 3. Simulated application blanks 4. Actual application blanks from local firms	1. Instructor 2. Personnel director 3. Students	Students will: 1. Be able to fill out an application blank properly 2. Develop an awareness of the importance of properly filling in an application blank

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☐ Work
☐ Leisure
☒ Resources

TOPIC: Application Letters and
Personal Data Sheets

TIME REQUIRED: 4-5 periods

Activities	Material Resources	Human Resources	Outcomes
1. Class discussion on text material, transparencies, and examples as well as the students' and instructor's personal experience. 2. Guest speaker on application letters and personal data sheets 3. Letter and personal data sheet composition	1. Secretarial Procedures textbook 2. Knowledge Needed to Obtain Work transparency 3. Examples of letters and personal data sheets	1. Typing instructor 2. Students 3. Personnel director	Students will: 1. Be able to compose and type in good form a: a. letter of application b. personal data sheet 2. Develop an awareness of the importance of the application letter and data sheet

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

TOPIC: The Interview

TIME REQUIRED: 6-8 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
- Class discussion - text material - filmstrip - personal experience - handout - Mock interview - Evaluation of interviews via rating sheet - Evaluation of mock interviews by visiting personnel manager and/or employer	- Secretarial Procedures textbook - Filmstrip on interviewing - Handout on "Why Applicants are Not Hired for a Position" - Pre-recorded job interviews	- Instructor - Students - Personnel manager - Employer	Students will: - Be aware of the questions that might be asked during an interview - Be aware of the importance of an interview in the total process of application

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Proper Dress for an Interview

TIME REQUIRED: 3-4 periods

☒ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss proper dress to be worn on the job interview and on the job 2. Visual observations of others' dress habits 3. Experts' presentation of grooming	1. Current fashion magazine 2. Filmstrip	1. Instructor 2. Employer 3. Clothing instructor 4. Personnel manager 5. Beautician	Students will develop an awareness of acceptable grooming traits in the business world

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Follow-up of Job Application

TIME REQUIRED: 3 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Read textbook material 2. View transparencies 3. Compose a thank-you letter	1. Secretarial Procedures textbook 2. Knowledge Needed to Obtain Work transparency 3. Examples of thank-you letters	1. Typing Instructor 2. Personnel Manager 3. Employer	Students will develop an awareness of the importance of follow-up procedures during the application process

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Office Practice

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Keeping a Job - Job Attitude
TIME REQUIRED: 5-7 periods

☒ Work
☐ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. View filmstrip 2. Class discussion of filmstrip and personal experiences	1. Filmstrips --A Job That Goes Some Place --Trouble at Work a. hazing b. failure to communicate c. absenteeism d. lack of ambition --Hung Up or Happy, How Come	1. Instructor 2. Students	Students will develop an awareness of the importance of attitude to keeping a job

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

PROCESS PHASE OF ORIENTATION

The process phase of Orientation could be developed through the following activities:

Self

Activity. Take the "Differential Aptitude Test."

Objective. The student shall become aware of her or his aptitudes and shall identify strengths and weaknesses of those aptitudes.

Procedure for implementing. Administer to office practice class as part of the "Getting and Keeping a Job" unit.

Work

Activity. Match skills required for selected job with interests.

Objective. The students shall recognize work activities that they like and perform best and compare those with specific skills required.

Procedure for implementing. Handout sheet on skills required to office practice class as a part of the "Getting and Keeping a Job" unit.

Leisure

Activity. Develop a list of leisure time activities in which students would be interested.

Objective. The students shall develop a list of leisure-time activities in which they could develop an interest.

Procedure for implementing. Discussion of leisure-time activities as a part of the "Getting and Keeping a Job" unit.

Resources

Activity. Do research work on three selected careers.

Objective. The students shall begin to identify various resources available to them.

Procedure for implementing. Research done in office practice class as part of nine-week unit on "Getting and Keeping a Job."

CAREER EDUCATION IN HOME ECONOMICS

Dianna R. Rice
USD #309, Hutchinson

Home Economics
Hutchinson Workshop

INTRODUCTION

The challenge of change by our society is best represented in the field of home economics. With the changing roles of men and women, home economics must truly provide education for living. Careers in home economics are expanding to include men as well as women while involving every aspect of life and family living.

Through implementation of career education into a home economics program, education is becoming part of the real world, making it even more meaningful for the student. Career education is based on the four components of self, work, leisure and resources, and home economics classes provide activities that allow each student the opportunity to study these components.

Where else can students find out more about their needs and wants than through home economics classes that offer value clarification, personal needs,

human relationships and family living? These aspects of home economics allow students to work toward self-understanding, another important aspect of career education. If students are unable to identify their needs and goals, they are often unable to select a career that will be satisfying.

With the emphasis on shorter work weeks, energy conservation situations and national economic problems, individuals find themselves with more leisure time. Home economics offers training for leisure-time skills while working with time, energy and money management that allows students to have resources necessary for leisure-time activities.

In order for students to select careers, they need to be aware of the possibilities in their community. Through the use of guest speakers, field trips, and job experience programs, home economics strives to acquaint the students with available community resources.

It is the goal of home economics to provide career education that familiarizes the students with the world of work, self-understanding and the use of leisure time and community resources to allow the students the choice of a successful career.

IMPLEMENTATION OF CAREER EDUCATION INTO HOME ECONOMICS CLASSES

One of the various goals of career education is to expose the students to the various home economics careers that are available for men and women while relating class work to the world of work. The home economics program at Nickerson High School is a comprehensive program for grades 9-12. The

program is a state funded and approved vocational program. One of the qualifications of a vocational program is that the system offers education for the homemaker as well as for the wage earner. Thus, career education is not new to the program. From the course descriptions on the following pages, the reader will notice that this school offers a one-year comprehensive Home Economics I course and several nine-week and semester classes which allow the students several possible choices for enrollment in home economics.

After attending and participating in the workshops on career education, the writer gained a basic understanding of the fundamentals for implementing career education into the classroom. To obtain practical experience in improving career education in this school, the writer developed the following plans for this class project.

1. Goals for career education in home economics classes were outlined. These goals are: (1) prepare students for the dual career roles of wage earner and homemaker; (2) develop skills in management of personal and family resources; (3) aid students in identifying values and in understanding themselves; (4) aid students in developing skills and attitudes necessary in becoming effective family members and/or parents; and (5) identify the availability of careers in the community through the use of guest speakers and field trips.

2. Using the overall subject area of home economics, four teaching units were developed that emphasize each of the four components of career education. Each of the teaching units has been taught or will be taught during this year in the classes for which they were developed. By developing a career unit for four

different classes, the teacher can acquaint more students with career education.

3. This home economics program uses a variety of guest speakers and field trips to acquaint students with careers and to aid in teaching subject matter. A list of resource people and places available for field trips in our community was compiled. The individuals and businesses are divided under the subject area for which they are available. Also included are the places of business and phone numbers for easy communication. This is a valuable asset for outlining class programs, as well as for securing resource people in the community.

SUBJECT: Home Economics I
Child Care Class

GRADE LEVEL: 9-10

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Care Giving

TIME REQUIRED: 9 days

Activities	Material Resources	Human Resources	Outcomes
1. 1 class period - Read chapter in text to learn about children's daily needs. Discuss. 2. 1 class period - View filmstrip on child development and complete sheets that outline developmental levels of children and toys that promote healthy development. 3. 2 class periods - In groups select a toy to develop that will promote the child's growth. Outline how you will make the toy and construct the toy.	Class Textbook Filmstrip "Introduction to Child Development" Handout sheets on toys and developmental levels of children Materials to assemble toys scissors, glue, construction paper, wood scraps, fabric scraps Case studies of care giving situations		1. Students identify needs of children that must be supplied by care givers. 2. Students identify developmental needs of children and select toys for each developmental level. 3. Students construct toys that will help a child successfully develop at a certain age level. 4. Students list knowledge necessary to be a good caregiver and discuss case studies regarding care giving.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self

TOPIC: Care Giving (continued)

TIME REQUIRED:

_____ Work

_____ Leisure

_____ Resources

Activities	Material Resources	Human Resources	Outcomes
4. 1 class period - Students listen to case studies regarding baby-sitting experiences to identify knowledge that is necessary for a good care giver. 5. 1 class period - School nurse explains first aid practices for situations that might occur while sitting. Also discusses healthy food and snacks for children. 6. 1 class period - Panel discussion by mothers who request care givers.	Role Play Situations that occur while care giving Sample Care Giver's Kit	Mothers School nurse	5. Students become aware of parents' expectations for a care giver. 6. Students learn how to handle first aid situations, plan nutritious snacks and meals while care giving. 7. Students gain experience in handling situations as care givers. 8. Students design a care giving kit that enables them to take care of situations that develop while care giving.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

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SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self

TOPIC: Care Giving (continued)

TIME REQUIRED:

_____ Work

_____ Leisure

_____ Resources

Activities	Material Resources	Human Resources	Outcomes
7. 1 class period - Develop situations that have occurred while caregiving or might occur and role-play these situations.			
8. 1 class period - Students outline and list information necessary to develop a care giver's kit and then complete the kit.			

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Clothing I

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Careers with a Sewing Machine

TIME REQUIRED: 7 days

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1 class period - Students learn parts of the sewing machine and their specific purpose. 1 class period - Observe filmstrip on cleaning and oiling of the machine. Each student will clean and oil his or her machine. 1 class period - Demonstration by sewing machine repair person of possible problems with machine and how to avoid these problems.	Sewing Machines and Instruction Manuals Filmstrip: "Care and Up-keep of the Sewing Machine"	Sewing machine repair person	- Students recognize parts of the sewing machine to use in discussing the operation of the machine. - Students learn correct procedure for cleaning and oiling the machine. - Students learn about correct use of the sewing machine. - Students gain experience in the career of a sewing machine repair person as well as demonstrating knowledge about the sewing machine.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self
_____ Work
_____ Leisure
_____ Resources

TOPIC: Careers with a Sewing Machine (continued)

TIME REQUIRED:

Activities	Material Resources	Human Resources	Outcomes
4. 1 class period - Students plan and present skits involving care and upkeep of the sewing machine. 5. 1 class period - Demonstration by sewing machine representative using various stitches on the sewing machine. 6. 2 class periods - Students develop an original design and demonstrate procedure to students in the class.	Sewing machines Fabric scraps	Sewing machine representative who is familiar with the sewing machine, decorative stitches and ideas in sewing.	5. Students discover a career demonstrating on a sewing machine. 6. Students practice creativity, self interest, as well as gaining experience in demonstrating.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Family Living

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

 x Work

 x Leisure

 x Resources

TOPIC: Preparation for Marriage **TIME REQUIRED:** 10 days

Activities	Material Resources	Human Resources	Outcomes
1. 2 class periods - Students read chapter in text book and discuss values related to mate selection. Students complete corresponding activities on reasons for marriage, is it really love, and characteristics desirable in a mate. 2. 1 class period - View filmstrip on teenage marriages. 3. 1 class period - Panel of parents or former students who are married. 4. 1 class period - View filmstrip on Marriage Today	Class text book Handouts on mate selection and love identification Filmstrip - Teenage Marriages Filmstrips - Marriage Today and Why We Got Married	Parents or former students who are married	1. Students identify their values regarding mate selection, love and marriage. 2. Students observe problems with teenage marriages, reasons for teen marriages, and case studies. 3. Students listen to case studies to determine their feelings regarding marriage. 4. Students become familiar with marriage alternatives and with reasons for marriage.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self

TOPIC: Preparation for Marriage
(continued)

TIME REQUIRED:

_____ Work

_____ Leisure

_____ Resources

Activities	Material Resources	Human Resources	Outcomes
and Why We Got Married. 5. 1 class period - Panel presentation by individuals who have tried alternatives to marriage. 6. 1 class period - Guest speaker - minister who works with premarital counseling. 7. 1 class period - Guest speaker on marital adjustment and problems in marriage.		Individuals who have tried marriage alternatives-- singleness, living together and contract marriages Minister who performs premarital counseling.	5. Students observation of marriage alternatives and value formation. 6. Students obtain information on the career of a marriage counselor and discover counseling situations. 7. Students listen and discuss with a minister his duties and part in premarital counseling.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self

_____ Work

_____ Leisure

_____ Resources

TOPIC: Preparation for Marriage **TIME REQUIRED:**
(continued)

Activities	Material Resources	Human Resources	Outcomes
8. 2 class periods - Students develop case studies or "Dear Abby" type letters that represent marital problems, adjustments or happiness. Role-play these situations having students play the part of mate, marriage counselor or minister. The articles may be published in the school newspaper or videotaped.	Case study ideas or "Dear Abby" type letters representing adjustments in marriage.	Marriage counselor or member of local mental health	8. Students identify marriage situations that require counseling and role play to discover the importance of good counseling.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Foods I

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Cake Decorator

TIME REQUIRED: 7 days

Activities	Material Resources	Human Resources	Outcomes
1. 1 class period - Read chapter in textbook on cakes and look in magazines to discover the different types of cakes and frostings. 2. 2 class periods - View filmstrips on cakes, frostings and decorating cakes. 3. 1 class period - Guest speaker on cake decorating 4. 2 class periods - Students prepare cakes and decorate. These cakes will be priced and sold to students or teachers.	Class Textbook Magazines Filmstrips: "Beautiful Cakes" "Angel Food and Chiffón Cakes" "Fun with Frostings"	Cake decorator	1. Students become familiar with different types of cakes and frostings. 2. Students gain technique skills in cake baking and working with frostings. 3. Students observe techniques and find out the personal satisfaction and economic rewards of cake decorating. 4. Students gain self pride in baking and decorating of a cake as well as realizing the economic worth.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: ☐ Self
☐ Work
☐ Leisure
☐ Resources

TOPIC: Cake Decorator (continued) **TIME REQUIRED:**

Activities	Material Resources	Human Resources	Outcomes
5. 1 class period - Guest speaker from ice cream store or novelty cookie or candy store demonstrating types of decorating other than cake.		Person from ice cream store and novelty candy or cookie stores who do decorating.	5. Students recognize other possible decorating careers other than cakes.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

RESOURCE LIST

FilmstripsExploring Careers in Child Care

12 filmstrips and cassettes
McKnight Publishing Company
Bloomington, Illinois

First Aid for Sewing Machines

2 filmstrips and records
"How To Stay Out of Trouble" - Care and upkeep of the sewing machine
"How To Get Out of Trouble"
Singer Company
Education Department
U.S. Consumer Products Division

Teenage Marriages

2 filmstrips and records
Guidance Associates
Pleasantville, New York

Will You Marry Me?

5 filmstrips and cassettes
"In Perspective"
"Marriage Today"
"The Case for Staying Single"
"What Brings These Two Together?"
"Why We Got Married"
Parents' Magazine
52 Vanderbilt Avenue
New York, New York 10017

Beautiful CakesAngel Food and Chiffon CakesFun with Frostings

General Mills
9200 Wayzata Boulevard
Minneapolis, Minnesota

Textbooks

Exploring Careers in Child Care. Bloomington, Ill.: McKnight Publishing Company.

Landis and Landis, Personal Adjustment, Marriage and Family Living.
Englewood Cliffs: Prentice-Hall Inc.

Barclay, Champion, Brinkley and Funderburk, Teen Guide to Homemaking.
New York: McGraw Hill Book Division, Webster Division.

Wilton's Cake Decorating Book.

World of Food, Medved. Lexington, Mass.: Ginn and Company.

RESOURCE LIST

Family Living

Name	Subject, Position, or Business	Phone
The Reverend Nick Warner	First Methodist Church	662-2386
Judy Urich	Equal Rights Amendment, advocate	663-1372
Nancy Vetter	Counselor, Hutchingson High School	663-7621
Vera Kinch	Counselor at Nickerson High School	
Ed Filbert	Counselor at Nickerson High School	
Don and Marilyn Wells	Ass't Minister, Presbyterian Church divorce	665-5549
John Queen	Divorce	663-9717 Ho. 669-0211 Off.
Gina Pulliam	Rape	
Susan Yoder	Rape	
Hutchinson Hospital School of Nursing	Panel, Birth Control Methods	663-6811
Pam Pallister (Dawn)	Hayden's - Hairdresser	663-2179
Dona Gottsch	Fashion 220 Cosmetics	663-5225
Gerry Cooney	Bridal Consultant - Cupid's Corner	662-4922
Larry Allison	Mental Health Center	663-2108
Wiley's	Tour of Bridal Department and Bridal Registry	663-3311

Child Care

Gina Pulliam	Reno County Child Care Association	669-0291
Sheryl Armstrong	Lutheran Social Service - social worker	
Betty Priest	County Health Nurse	663-6721
Mrs. Stevens	Coordinator for Birthright, Inc.	663-5872
Mrs. Garst and Mrs. Donna Schrader	Instructors for La Maze Method of Prepared Childbirth	663-6811

RESOURCE LIST (continued)

Name	Subject, Position, or Business	Phone
LaVella Kelly (Mrs. Ron)	LaLeche League - Breast Feeding	662-1979
Sue Riggs	Nickerson High School Nurse	
Alice Phillips	Nickerson Library - Mary Moppett's Story Hour	422-3661
Mrs. Boyersmith	Hutchinson Library - Storytelling	663-5441
Jane Erickson	Hutchinson Recreation Commission Wee Wiggles (also retarded)	663-6179
Judy Teufel	Project Perk - Allen School	663-3671 sch
Selma Dahlke	Friendship Day Care Center	663-2801 or 669-0061 sch.
Tim Quering	Hadley Day Care Center	663-9622
Lorice Ann Woner	Helping Hands Preschool	665-6330
Marjorie Gibson	Gibson Preschool Playhouse	663-1878
	Owl Tree - Preschool	665-7401
	Montessori Children's House preschool	662-6260
	Trinity United Methodist Church - Mother's Day Out	665-5547
	Tour of Hutchinson Hospital - labor and delivery	663-6811

Foods

Sharon Merriman	Reno County Extension Home Economist	662-2371
Bonnie Tennant and Anna Jane Baird	Home Economists, Kansas Wheat Commission	662-0273
Clarice McGraw	Instructor, HCCJC	663-5781
Marla Gunn	Kansas Power and Light, Home Service Representative	662-2341
Linda Isely	Cake decorating, Nickerson	422-3381

RESOURCE LIST (continued)

Name	Subject, Position, or Business	Phone
Becky Bether	Cake decorating, Nickerson	422-3717
Lucy Barnes	Cake decorating, Hutchinson	663-5066
Bill Fleming	Meat Cutting, B&J Grocery	422-3258
Karolyn Ely	Cereal Chemist, Pioneer Hybrid	622-5439
Wanda Klaver and Connie Beisner	Home Economists, Far Mar Co.	663-5711
Jane Savage	Home Economist, Gas Service Co.	662-6641
Dorothy Coon	Baking in Home - Substitute at Nickerson	665-7452
Bonnie Meyer	Paid Hostess - First Presbyterian Church	663-2984 Ho.
Bessie Coleman	USD 308 School Lunch Supervisor	665-5301 Ho.
John Queen	Hardee's Supervisor (fast foods)	665-8371
	Hutchinson Hospital - tour of quantity foods kitchen - dietitian	663-6811
First Methodist Church ladies	Volunteer service which caters large meetings - church office	662-2386

Crafts and Home Occupations
Business Management

May Tedrick	Bornholdts - floral arranging	662-6422
Mr. and Mrs. Bruce Barton	Owners - House of Hobbies	663-9811
Mrs. Jean Rowland	Nail Key Tole Shop	662-4081
Mrs. Sharon Morgan	Quiet Books	662-8242
	Shepard Ceramics	662-5917
Pat Branaman	Paraphernalia Yarn and Weaving	665-8461
Ms. Kirby or Mr. Bell	Art Instructors - Nickerson High	
Mrs. Larry Barkman	Children's Things	662-7044
Mrs. Sybil Hudson	Recreation Commission	663-6179
Mrs. Larry Wagerle	Granny's Xmas House	662-6319

RESOURCE LIST (continued)

Name	Subject, Position, or Business	Phone
Mrs. Kenton Duncan	China Painting	663-7586
Mrs. Hubert Morgan	China Painting	662-9382
Barbara Lappin	Hutch Floral	662-6637
Lois McNeil	Wheat art and wood carving	
Alice Banning	Various crafts	662-3563
Pat Patocek	Artist	
Mrs. Allen Sleeper	Alden Prairie Crafts	
Datha Burke	Hutchinson Travel Agency (executive)	663-7660
Sally Hines	Monroe Preschool	662-9147
Tom and Barbara Lappin	Hutchinson Floral	662-6637
Helen Blackwood Wiggins	Area Extension Specialist	663-5491
Cindy Swartz	<u>Hutchinson News</u> - Journalism	662-3311

Clothing

Flo Ann Fountain	Manager, 30th Place	663-1275
Karen Jacques	Manager, Next Door	663-8385
Paula Blue	Demonstration, Midwest Sewing Center	663-2523
Mary Lou Comly	Home Sewing	663-4887 Ho
Mrs. Dave Norman	Home Sewing	422-3822
Mrs. Sue Petrie	Store in Home	663-9448 Ho
Orpha Yoder	Yoder Fabrics	662-4514
Phyllis Howerton	Reno County Extension Home Economist	662-2371
Becky Shanley	Instructor, HCCJC, Home Economics	663-5781
Cora Weesner	Leiter Fabrics Representative	665-5930
Brian Hoffman	Mid States Wool - grading and selling of wool	663-7147

RESOURCE LIST (continued)

Name	Subject, Position, or Business	Phone
<u>Consumer Education</u>		
Clark Wesley	Nickerson State Bank	422-3256
Marsha Goetting	Area Extension Specialist	663-5491
Marilyn Boldenow and Louise Gates	First Federal S.O.S.	669-0111
Judy Urich	Consumer Answer Box, <u>Hutchinson News</u>	663-1372 Ho
Marge Hess	Valley Federal Savings and Loan	663-6111
Gerald Wiens	Used car salesman	
Cliff Lambert	Insurance	422-3870
Ervin Horton	Tenant/Owner rights	
<u>Housing and Equipment</u>		
Marla Gunn	Kansas Power and Light Home Service Representative	662-2341
Mr. Gladden	Drafting Instructor, Nickerson High	
Mr. Velharticky	Wood shop Instructor, Nickerson High	
Mr. Krol	Metal shop Instructor, Nickerson High	
Ann Cranor	Wiley's artist	
Vivian Williams	Realtor	662-5457
Barbara Riper	Realtor	
	Adams Parker Furniture - Home decoration and tour	662-4439
Dale Leichliter	Leichliter Electric	422-3638

MATHEMATICS

MATHEMATICS

INTRODUCTION

James Baker of Buhler infuses the career components in topics in mathematics (operating costs of the automobile, auto insurance, consumer credit and discounts and sales tax). A final topic is the preparation of the federal income tax form. A nine-weeks metrics class for the seventh and eighth grades and its implementation with career education is the work of Shirley Dixon of Tribune. Topics of graphing, trigonometric functions and vectors are given by Ywain Zimmerman of Chase in telling of career education emphasis in trigonometry. Special applications of career education in geometry are shown by Roger Stremel of Ellinwood. Using human resources of contractors, an interior decorator, a feed mill operator, and a physical education instructor, Mr. Stremel has them tell his classes how they use geometry in their work. Ruth Wessling of New Cambria tells of four activities students in consumer mathematics (9th grade) can use in handling an individual checking account, building a bookshelf, learning the payroll clerk's position, and buying a camper.

CAREER EDUCATION: GENERAL MATHEMATICS

James Baker
USD #313, Buhler

Mathematics
Hutchinson Workshop

INTRODUCTION

A fundamental purpose of education is to prepare the young to live a productive and rewarding life. Far too many youngsters in our schools are failing in this essential mission.

A fundamental concept of career education is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job or seek further education.

The philosophy of School District #313, Buhler, Kansas, is to regard each student as an individual, to provide for those individual differences with appropriate academic and vocational training, to develop in each an understanding of the rapidly changing world in which we live and to instill in each a desire

for continued learning and training which will enable him or her to learn to live a worthy life as well as to learn to earn a living. Specific objectives to implement this philosophy are as follows:

1. Provide a curriculum that makes provision for the establishment of attitudes, appreciations and ideals in addition to the acquisition of knowledge, habits and skills.
2. Develop the students' ability to raise appropriate questions, discover relevant data, reach logical conclusions and communicate their ideas and findings to others effectively.
3. Develop in the student an understanding of the components of sound physical and mental health, and encourage those attitudes and practices which will contribute to that health.
4. Instill in the student a sense of understanding and responsibility for the well-being of the family unit and the wider communities of work and society by providing the student insight into the structure and significance of human relations.
5. Provide background in the history and government of our nation and of other nations, and provide experience in the use of democratic processes that will equip the student to function as a responsible citizen in a free society.
6. Encourage the students' acquisition of recreational, cultural and social skills and appreciations that will enable them to make creative and satisfying use of leisure time, both for themselves and for the enjoyment and enrichment of others.

7. Continually review and modify the program of instruction and activities in view of constantly changing social conditions and changing economic opportunities.

Main Topics	Year Before 8th- Grade Math	My Subject - 9th- Grade General Math	Year After Algebra I
Operating costs of owning and operating an automobile	Use of decimals in multiplying and divid- ing; adding; subtrac- tion; rounding	Learn the financing and hidden costs of owning and operating a car. Be able to compute exact costs as to miles per gallon; cost per mile; total costs; deci- mal uses.	Use with real num- bers.
Consumer credit	Use of percentages and decimals in mul- tiplying, adding, and subtracting. Interest rounding.	Learn to compute fi- nance charges and car- rying charges. Use of percentages.	Use with real num- bers.
Car insurance	Problem solving. Mul- tiplying, dividing, ad- ding and subtracting of numbers.	Discover how insur- ance increases costs of operating a vehicle. Multiplying, adding, subtracting and di- viding of numbers.	Problem solving.
Discounts and Sales Tax	Percentages and decimals. Interest rounding.	Learn to compute sales prices when discounts and sales tax are involved.	Use with real num- bers.
Federal Income Tax	Addition, subtrac- tion, multiplication and division of num- bers. Reading charts.	Multiplying, adding, subtracting or num- bers. Reading charts.	Use with charts, tables and real num- bers.

SUBJECT: General Mathematics**GRADE LEVEL:** 9-10**CAREER COMPONENTS:** ☒ Self**TOPIC:** Operating Costs of Auto**TIME REQUIRED:** 10 periods☒ Work☒ Leisure☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Compute cost of purchasing gas and oil. 2. Compute cost per mile of operating auto. 3. Problem solving: the cost of purchasing and use of car insurance. 4. Financing a car.	Bank information on car loans	Local insurance salesman and garage operator as speakers Car dealer	Learn: 1. the financing of buying a car; 2. some hidden costs of owning and operating an auto.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: General Mathematics

GRADE LEVEL: 9-10

CAREER COMPONENTS: x Self

TOPIC: Auto Insurance

TIME REQUIRED: 5-6 periods

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Learn language of insurance. 2. Compute costs of buying insurance for car.	Insurance brochures	Local insurance salesperson	1. Discover job opportunity. 2. Learn why costs of insurance are so high. 3. Learn use of insurance.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: General Mathematics

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Consumer Credit

TIME REQUIRED: 5-7 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Students find interest rates on borrowing and charging accounts. 2. Students may contact representatives of private companies to determine interest rate of each.	Newspapers Forms furnished by local merchants	Guest speakers from local merchants and bank	Students will: 1. be able to compute rates of interest; 2. understand about finance charges and unpaid balances.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: General Mathematics GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Discounts and Sales Tax TIME REQUIRED: 5-7 periods

☐ Work

☐ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Collect newspapers containing sales items. 2. Compute cost of discount. 3. Compute cost of items after discount.	Newspapers	Guest speakers from local merchants	Students will: 1. be able to compare best buys; 2. compute cost of merchandise on discount.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: General Mathematics

GRADE LEVEL: 9-10

CAREER COMPONENTS: ☒ Self

TOPIC: Federal Income Tax

TIME REQUIRED: 10 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Teachers discuss taxes and demonstrate filling out federal income tax forms. 2. Guest speaker. 3. Students complete tax forms.	Federal income tax forms	Internal revenue service representative or private service.	Students will: 1. be able to complete income tax forms; 2. develop some understanding of what taxes are used for; 3. learn of possible careers.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

IMPLEMENTING CAREER EDUCATION IN A
NINE-WEEKS' METRICS CLASS

Shirley R. Dixon
USD #200, Tribune

Mathematics
Colby Workshop

INTRODUCTION

The following is an outline of plans to implement career education activities in an existing nine-weeks metrics class for seventh and eighth grade students.

A teacher-made booklet guides the course, introducing each metric unit of measure, giving some related practice problems, and providing practical application within the students' experience.

General objectives in each of the Career Components:

- Self: After visits by people in the community from representative vocations, the student should begin to develop an awareness of his or her own abilities and characteristics in relation to occupational clusters.
- Work: Upon completion of activities, the student will be able to perform simulated work activities related to the selected vocations.
- Leisure: After the visit by the track coach and the "Do It Yourself" project,

the student should be aware of some leisure time opportunities and have an understanding of the basic math skills helpful for successful and satisfying completion of such projects.

Resources: By listening to, observing, and questioning people from the community, the student will begin to recognize resources available to him or her.

Week	Metric Units	Human Resource	Student Activity	Career Component	Process Phase
1	Linear	Classroom teacher introducing the Metric System, metric prefixes, and the meter stick	Measurement of classroom objects.	*Self Work Resources	Awareness Orientation *Exploration
2	Linear	Track coach	Measure track events	Self Work *Leisure Resources	Awareness Orientation *Exploration
3	Area	A.S.C. Office manager	Measure agricultural lands	Self Work *Resources	Awareness Orientation *Exploration
4	Volume	Construction contractor	Measure an excavation; compute cubic meters of cement.	Self Work *Resources	Awareness Orientation *Exploration
5	Capacity	Hospital lab technician	Measure liquids with pipette and graduated cylinder	Self Work *Resources	Awareness Orientation *Exploration
6	Mass	Feedlot manager	Compute daily rations	Self Work *Resources	Awareness Orientation *Exploration
7	Temperature	Weather observer, State Experiment Farm	Record temperatures for a week	Self Work *Leisure Resources	Awareness Orientation *Exploration

Week	Metric Units	Human Resource	Student Activity	Career Component	Process Phase
8	-----	Students' neighbors	Survey of "Do It Yourself" leisure time projects.	*Self Work Leisure Resources	Awareness Orientation *Exploration
9	-----	Classroom teacher	Evaluation	*Self Work Leisure Resources	Awareness Orientation *Exploration

*Major Component and Phase

Topic: Linear Measurement

Process Phases: Awareness, Orientation, *Exploration

Week 2

Career Components: Self, Work, *Leisure, Resources

Resource Person

Track coach, demonstrating measurement of track events and discussing the value of track for physical fitness and as a leisure time activity.

Student Activity

Students work in pairs to

- (1) time one running event
- (2) measure high jump
- (3) measure pole vaulting
- (4) measure shot put

Objectives

The student will:

1. be able to use tools of measurement used in track.
2. have an appreciation of physical fitness.
3. be aware of track as a leisure-time, adult activity.
4. see a relationship between a knowledge of measurement and the occupation of track coach.
5. be able to use a stop watch, meter stick, and tape and see how metric measures compare with English measures.

Topic: Units of Area

Process Phases: Awareness, Orientation, *Exploration

Week 3

Career Components: Self, *Work, Resources

Resource Person

A.S.C. office manager, demonstrating measurement of aerial photos and chain and wheel measurement of agricultural lands.

Objectives

The student will:

1. be introduced to tools used in measurement of agricultural lands.
2. see a relationship between a knowledge of measurement and agricultural-related occupations.
3. be able to measure agricultural lands and visualize the difference between acres and hectares.

Student Activities

1. Students compute area of farm tracts using aerial photos.
2. Students measure football field using a wheel, converting acres to hectares.

Topic: Units of Volume

Process Phases: Awareness, Orientation, *Exploration

Week 4

Career Components: Self, Work, *Resources

Resource Person

Construction contractor, demonstrating methods of measurement in construction.

(Field trip to construction site.)

Objectives

The student will:

1. be introduced to measurement in construction work.
2. see a relationship between math skills and construction occupations.
3. be able to compute volume of excavations and determine costs of cement work.
4. visualize the difference between cubic yards and cubic meters.

Student Activities

1. Students compute volume of excavation, in cubic yards and cubic meters.
2. Students compute cubic yards of cement required for walks and garage floor.
3. Students compute cost of cement.

Topic: Units of Capacity

Process Phases: Awareness, Orientation, *Exploration

Week 5

Career Components: Self, Work, *Resources

Resource Person

Hospital lab technician, demonstrating tools of measurement in the medical laboratory, and calculating results of tests.

(Field trip to the hospital.)

Objectives

The student will:

1. see the use of metric units in a laboratory.
2. observe math skills used to compute results of lab tests.
3. understand the relationship between a knowledge of metric measures and math skills and the occupation of medical technician.
4. be able to measure liquids in metric units.

Student Activities

Students use pipette and graduated cylinders to measure liquids, comparing cc.'s and ml.'s with oz.'s.

Topic: Units of Mass

Process Phases: Awareness, Orientation, *Exploration

Week 6

Career Components: Self, *Work, Resources

Resource Person

Feedlot manager, giving tour of feedlot mixing and measuring facilities, and record-keeping office.

(Field trip to a commercial feedlot.)

Objectives

The student will:

1. be aware of math skills necessary in feedlot management and record-keeping.
2. be able to compute rations, converting from pounds to kilograms and tons to metric tons.

Student Activities

Compute daily ration for:

- (1) one steer, in kg.'s
- (2) a pen of cattle, in kg.'s
- (3) the entire feedlot, in metric tons.

Topic: Temperature in Degrees Celsius**Process Phases: Awareness, Orientation, *Exploration****Week 7****Career Components: Self, Work, *Leisure, Resources****Resource Person**

Weather observer, State Experiment Farm, showing weather observing equipment and suggesting the idea of weather observing as a hobby.

Objectives

The student will:

1. be able to read thermometers.
2. see a relationship between the ability of recording statistics and the career of an experiment farm employee.
3. be able to construct a broken line graph.
4. be able to convert from degrees Fahrenheit to degrees Celsius and degrees Celsius to degrees Fahrenheit.

Student Activities

1. Students record temperatures on a broken line graph for a week, using both degrees Celsius and degrees Fahrenheit.
2. Students use conversion formula to prove the degrees Celsius equals the degrees Fahrenheit.

Topic: Survey of "Do It Yourself" Projects

Process Phases: Awareness, Orientation, *Exploration

Week 8

Career Components: *Self, Work, Leisure, Resources

Resource Persons

The students' neighbors

Objectives

The student will:

1. see a relationship between math skills and leisure time projects.
2. develop an awareness that one person's career is another's recreation.

Student Activity

The students will conduct a survey of six families to determine leisure time "do it yourself" projects common to their neighborhoods.

Topic: Evaluation

Process Phases: Awareness, Orientation, *Exploration

Week 9

Career Components: *Self, Work, Leisure, Resources

Resource Person

The classroom teacher, providing charts and tables.

Objectives

The student will:

1. perform activities 1, 2, and 3 with 80% accuracy.
2. have an enlarged awareness of his own skills, together with an awareness of the vocational opportunities to use these skills.

Student Activities

Being provided charts and tables and with reference to each of the measures (i.e., Linear, Area, Volume, Capacity, Mass, and Temperature), the students will:

1. solve 6 verbal problems, each problem involving one of the six measures.
2. solve 6 problems converting one unit of metric measure to another metric unit, each problem involving one of the 6 measures.
3. solve 6 problems converting one metric unit of measure to the corresponding English unit or an English unit to the corresponding metric unit, each problem involving one of the 6 measures.
4. name 2 vocations for each measure (in addition to the vocation explored each week) in which a knowledge of that measure would be important.

CAREER EDUCATION EMPHASIS
IN TRIGONOMETRY

Ywain Zimmerman
USD #401, Chase

Mathematics
Hutchinson Workshop

ORGANIZATIONAL STRUCTURE

This education guide book contains career and related activities designed to be implemented into high school trigonometry. Many of the guide sheets or individual activities could be adapted to other subjects. Each guide sheet consists of nine basic components:

1. Subject - This indicates the course name within the department.
2. Topic - This names the topic to be infused into the curriculum.
3. Grade level - The level at which the course is best taught.
4. Time required - The period (55 minutes) or periods needed for this activity. (This may vary.)
5. Career components - These are the four components: self, work, leisure, and resources.
6. Activities - This is a list of the activities which might be used for developing the emphasis on one or more of the career components.

7. **Material resources** - This lists the material resources needed or suggested in order to effectively implement the activities.
8. **Human resources** - This lists the human resources not only to add knowledge but also to promote interest.
9. **Outcomes** - The objective listed may be expected to occur as a result of the activities.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☐ Self

TOPIC: Graphing

TIME REQUIRED: 4 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Resource speaker - soil conservationist to show how graphs are used in laying out terraces, dams, ponds, etc. 2. Visit location where structures have been constructed. Take measurements and diagram site to scale. 3. Work problems involving measurements taken above.	Graph paper Transit and steel tape	Soil conservationist	Students: 1. will become aware of the job of soil conservationist. 2. will learn how to use surveying instruments.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☐ Self

TOPIC: Graphing

TIME REQUIRED: 5 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Bring blueprints to show scale drawing and how important information is conveyed to a variety of people from the designer. 2. Bring manufactured articles to match and compare with blueprints. 3. Resource speaker: engineer or planner from manufacturing plant to explain the operation of certain machines (how X-Y plotting is used in Numerical Controlled machines). 4. Have students solve problems presented by engineer.	Blueprints and house plans Drafting tools Inspection instruments NC tapes	Engineer or planner from manufacturing plant	Students will: 1. see the relationship of scale drawings to finished product. 2. become aware of the duties of an engineer or planner. 3. be able to interpret blueprints and be able to solve trigonometry problems arising from them.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: x Self

TOPIC: Graphing

TIME REQUIRED: 6 periods

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Show graphs used in statistical work or as a sales demonstration. 2. Have students do a survey or invent a problem with results which may be shown graphically. 3. Resource speaker: sales representative or statistician to explain the importance of graphical displays in their careers.	Graphs of various types Graph paper Compass, ruler Pictograph stencils	Statistician Salesman	Students will: 1. become aware of how graphs may be used in different careers. 2. appreciate the effort involved in gathering and displaying vital information. 3. recognize importance of graphing in various occupations.

CAREER OBJECTIVES--The school staff will:

- 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: x Self

 x Work

 Leisure

 x Resources

TOPIC: Trigonometric Functions

TIME REQUIRED: 6 periods

Activities	Material Resources	Human Resources	Outcomes
1. Resource speakers: a. Quality control inspector to explain use of sine bar. b. Dirt contractor to show how trigonometry is used in cost estimation and actual construction 2. Work problems suggested by contractor or devise a construction problem for students to do a cost estimate. 3. Visit construction site to see how triangles are used as a basis for design.	Sine bar	Quality control inspector Dirt contractor Construction foreman	Students will: 1. become aware of the triangle as a basis for design. 2. appreciate the necessity of trigonometric calculation in cost estimation. 3. become aware of the importance of triangles to various occupations.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Trigonometric Functions **TIME REQUIRED:** 5 periods

Activities	Material Resources	Human Resources	Outcomes
1. Resource speaker: surveyor to explain triangulation and surveying techniques. 2. Use transit to do surveying and calculations of distance such as height of water tower or width of river. 3. Solve problems suggested by surveyor or others relating to triangulation.	Transit and steel tape Buildings or other local structures	Surveyor	Students will: 1. develop awareness of the job of surveyor. 2. gain experience in use of surveying instruments and techniques.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY**GRADE LEVEL: 12****CAREER COMPONENTS:** x Self x Work x Leisure x Resources**TOPIC: Trigonometric Functions****TIME REQUIRED: 7 periods**

Activities	Material Resources	Human Resources	Outcomes
1. Resource speakers: a. Mechanical engineer to demonstrate the use of trigonometry in design and operation of machines. b. Pilot to demonstrate flight calculator and explain how trigonometric calculations are done as they relate to aviation. c. Astronomer or physics instructor to explain the use of triangles in celestial calculations. 2. Work problems relating to aviation and astronomy.	Flight calculator Physics or astronomy text	Mechanical engineer Pilot Astronomer	Students will: 1. recognize the use of trigonometry in a variety of careers. 2. gain experience in the use of a flight calculator. 3. become aware of the use of triangles as a means of location and measurement.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☒ Self

TOPIC: Circular Functions

TIME REQUIRED: 7 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Visit shop for an explanation of cutting speed and the relation to diameter and type of material. 2. Resource speaker: civil engineer to explain how curve radius and banking relates to speed limits. 3. Measure a curve to determine safe speed. 4. Work problems involving rotary or circular motion.	Shop equipment Transit and steel tape	Shop foreman or instructor Civil engineer	Students will: 1. become aware of the duties of a civil engineer. 2. gain knowledge of the importance of proper cutting speeds. 3. appreciate the safety requirements on curved roads. 4. gain insight into the relationship of trigonometry to rotary motion.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☐ Self

TOPIC: Circular Functions

TIME REQUIRED: 4 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Examine physics books for examples of circular function applications. 2. Resource speakers: a. Electrical engineer to explain the relationship of circular functions to production and transmission of electricity. b. Plant designer to explain how proper illumination relates to trigonometry.	Physics texts	Electrical engineer Plant designer	Students will: 1. develop an appreciation for the importance of trigonometry in the production of electricity. 2. become aware of the duties of an electrical engineer. 3. gain insight into the use of trigonometry in determining power factor, and illumination requirements. 4. develop awareness of the requirements and background for a plant designer.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☒ Self

TOPIC: Circular Functions

TIME REQUIRED: 4 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Resource speaker: physics instructor to demonstrate and explain simple harmonic motion and show the relationship to wave motion and production. 2. Show film loop relating simple harmonic motion to circular functions. 3. Work problems relating to simple harmonic motion and other applications of circular functions.	Ripple tank Loop film on SHM Oscilloscope	Physics instructor	Students will: 1. become aware of the close relationship of mathematics and sciences. 2. appreciate the similarity of wave phenomena, circular functions, and simple harmonic motion.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☒ Self

TOPIC: Vectors

TIME REQUIRED: 4 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Use a flight calculator as a vector plotter to solve navigation problems. 2. Have students solve navigation problems with and without the use of the flight calculator. 3. Resource speaker: pilot or flight instructor to explain the uses of flight calculators.	Flight calculator	Pilot or flight instructor	Students will: 1. become aware of the use of vectors in navigation problems. 2. gain experience in the use of a flight calculator. 3. better understand the careers of piloting and instructing.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: ☐ Self

TOPIC: Vectors

TIME REQUIRED: 7 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Resource speakers: a. Aerospace engineer to explain force vectors acting on aircraft and the resulting design characteristics. b. Design engineer to inform students of the calculations of vector forces used in bridge construction. 2. Visit two or three bridge sites to examine differences in design. 3. Visit aircraft plant to reinforce explanations of engineer. 4. Show film loop of Tacoma Bridge collapse.	Local bridges Aircraft plant Film loop on Tacoma Bridge collapse	Aerospace engineer Design engineer	Students will: 1. become aware of careers related to aerospace industry. 2. appreciate design differences in bridges. 3. develop an understanding of the relation of force vectors to design. 4. see what happens when proper design characteristics are not present.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: TRIGONOMETRY

GRADE LEVEL: 12

CAREER COMPONENTS: x Self

TOPIC: Vectors

TIME REQUIRED: 7 periods

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Resource speakers: a. Military navigator (or recruiter) to discuss importance of navigation. b. Ballistics (artillery) instructor to explain use of vectors in finding range and windage. 2. Visit airport to observe radar tracking and other navigation aids. 3. Use slingshot to simulate ballistics problems and calculate range and velocity.	Airport Slingshot Steel tape and protactor	Navigator or recruiter Artillery instructor Airport personnel	Students will: 1. become aware of methods of navigation and their relation to trigonometry. 2. increase awareness of military and aviation careers. 3. better understand the vectors involved in ballistic problems.

CAREER OBJECTIVES--The school staff will:

- 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- 5. Assist students in assessing their career interests, abilities, values, and needs.

IMPLEMENTING CAREER EDUCATION IN GEOMETRY

Roger D. Stremel
USD #335, Ellinwood

Mathematics
Hutchinson Workshop

INTRODUCTION

This paper is being written with the hope that it will serve as a beginning for a career education program in geometry at Ellinwood High School.

The initial part of the plan is a project by the class, as a whole, to identify occupations the students are interested in and how geometry might be used in these areas. The students will also be required to gather information concerning salaries, working conditions, areas of the country, climate, education necessary, cost of living in areas where particular jobs are found, and other facts associated with a particular occupation.

After the students have some basic information, people from the community will be asked to appear before the class to talk about their profession, explaining how geometry relates to the field. The students will then each be asked to gather information and formulate plans for an activity relating to some

project they might later find necessary to do, or that they might want to do around the house that would require some knowledge of geometry. When each project has been developed, it will be presented to the class and discussed, at the time the related topic is covered in the course. After the students' projects have been discussed, the activities presented later in this paper, developed by the instructor, will serve as an evaluation of the students' understanding of the concepts relating to the various topics.

The goals and objectives of this program are to acquaint the students with the types of problems encountered by people in the various occupations, the knowledge of geometry necessary, and how the problems are solved using deductive and inductive reasoning.

The remainder of this paper contains the activities developed thus far by the instructor. Each activity specifies which career component is covered, what resources are used, outcomes desired, and what particular objectives are to be achieved. All of the following activities are to be in the AWARENESS Process Phase.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Construction - Areas
and Volumes

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Calculate numbers and amounts of materials needed for a project. 2. Figure the cost of labor and materials.	Given	Contractor	Students will: 1. know how to determine the cost for building a patio 2. assess the amount of mathematical knowledge necessary to become a contractor.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Interior Decorator - Areas TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Calculate the amount of materials needed for a project. 2. Figure the cost of labor and materials.	Given	Interior Decorator	Students will be able to determine the cost for decorating a room of a house.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Feed Mill Operator -
Ratio and Proportion

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Calculate the amount of each ingredient needed for project. 2. Calculate rolling and mixing cost. 3. Calculate ingredient cost. 4. Calculate cost of feeding 1 head for 1 day.	Given	Feed mill operator	Students will: 1. be able to analyze and interpret the cost factors for feeding cattle. 2. assess the amount of mathematical knowledge necessary to become a feed mill operator.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Physical Education

TIME REQUIRED: 1 period

Instructor Ratio and Proportion

Activities	Material Resources	Human Resources	Outcomes
1. Calculate percentages. 2. Calculate average percentages. 3. Use average percentages to calculate expected outcome.	Given	Physical education instructor	Students will: 1. learn how physical education instructors use percentages. 2. assess the amount of mathematical knowledge necessary to become a physical education instructor.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Plumbing Contractor
Pythagorean Formula

TIME REQUIRED: 1 period

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Calculate the lengths of sides of right triangles in both two and three dimensions.	Given	Plumbing contractor	Students will: 1. be able to state accurately the amount of mathematical knowledge necessary to become a plumbing contractor.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

 x Work

 Leisure

 x Resources

TOPIC: Building Contractor -
Right triangles

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
Calculate the lengths of sides in various right triangles	Given	Building Contractor	Students will determine the amount of mathematical knowledge necessary to become a building contractor.

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

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616

447

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Mechanic - Circles

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
1. Calculate circumference of various circles. 2. Calculate the number of revolutions needed to cover certain distances. 3. Calculate the radius needed to cover certain distances in a given number of revolutions.	Given	Mechanic	Students will: 1. assess how circles relate to mechanics. 2. assess the amount of mathematical knowledge necessary to become a mechanic.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Geometry

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Sign Maker - Circles
and Chords

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
Calculate the lengths of chords in circles using various formulas.	Given	Billboard sign maker	Students will: 1. be able to describe how circles and chords relate to sign making. 2. assess the amount of mathematical knowledge necessary to become a sign builder.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

CAREER EDUCATION: FOUR ACTIVITIES
FOR CONSUMER MATH

Ruth L. Wessling
USD #393, New Cambria

Mathematics
Concordia Workshop

CONSUMER MATH

The subject consumer math was changed from general math to try to give the subject a new image. For some time the subject included only the fundamentals of arithmetic with no attempt to show how it related to everyday living. Since this freshman course is the last formal math experience a student in many schools will need to take, the writer feels it is essential that the student be aware of how important it is to have some training, if nothing more than an exposure, to very practical math application. With this in mind, the following program attempts to give the student these experiences.

After a thorough review of the four basic operations of math in the area of whole numbers, fractions and decimals, the student will be guided through simulated experiences that would have meaning to him. This may be on an individual basis: buying a car, shopping for a wardrobe, planning a party or purchasing a

stereo. Such experiences offer a variety of situations that provide everyone with something of interest. The last portion of each packet is an evaluation given and graded by the instructor. These evaluations are usually designed so that failure is almost impossible.

The four attached activities are only a part of the course, which is two semesters in length. There are at least twenty packets offered throughout the school year, more if time permits. Whenever possible, field trips to related businesses to show the actual work being done are arranged. It would also be beneficial to have a visit from experienced people in the field. Their practical experience would be shared with the students.

It has always been this instructor's "dream" to have students mature enough and sufficiently motivated that most of this material could be presented in a very relaxed atmosphere. It seems that more learning takes place when people are not under pressure or in structured classes. To date this has not happened. For the most part, the subject is offered as a required math course only to slow learners or those who are not college-bound. There is such a wealth of useful information in consumer math that it seems unfortunate the more capable student is not given an opportunity to consider the subject as one of his electives.

The writer plans to use these four activities in the 1977-78 school term and hopes to have more prepared by the time classes begin in the fall.

SUBJECT: Consumer Math

GRADE LEVEL: 9

CAREER COMPONENTS: ☒ Self

☐ Work

☐ Leisure

☒ Resources

TOPIC: Individual Checking Account **TIME REQUIRED:** 5 periods

Activities	Material Resources	Human Resources	Outcomes
1. Study steps necessary for opening a checking account for personal use: (a) Signature card (b) Minimum balance (c) Overdrafts (d) Monthly charges for open accounts. 2. Identify and recognize essential parts of a check. 3. Balance or reconcile check stub balance with bank balance on monthly statement 4. Endorse a "pay check" for deposit.	Sample signature card from local bank. Check book with stubs (two kinds). Sample bank balance. Several canceled checks. Sample pay check for student's after-school job.	Bank official Bank teller	Students will: 1. be cognizant of answering questions pertaining to personal integrity. 2. be able to list the values (5) of keeping record of amount of money one has to spend. 3. gain accuracy in arithmetic. 4. learn to keep sufficient records for IRS. 5. learn types of endorsement and their significance. 6. learn to use a deposit slip.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

Activity: Individual Checking Account

CAREER OBJECTIVES -- The instructor will:

1. Introduce materials that will show students the importance of math for personal benefit.
2. Provide adequate examples so that students will be aware of importance of accuracy in daily use of math.
3. Have students work with activity long enough so that they will be able to ask questions.
4. Develop an awareness of the community facilities in the bank.
5. Compile an evaluation method in the form of performance proficiency in each of the four activities.

SUBJECT: Consumer Math

GRADE LEVEL: 9

CAREER COMPONENTS: x Self Work

TOPIC: Building a Bookshelf

TIME REQUIRED: 5 periods

Learning to Use Measures and Board Feet

<u>x</u>	Leisure
x	Resources

Activities	Material Resources	Human Resources	Outcomes
1. Plan a bookcase of 3 shelves to be used in study room at home. If possible, project can be built in shop. 2. Check the cost of various types of wood and suitability for a book case. 3. Sketch a book case that will meet student's needs and draw to scale. 4. Determine amount of lumber needed for completed article. 5. Determine finish desired on completed project and approximate cost.	Catalogs with various types of bookcases. Tape measure Price list from local lumber yard office or shop teacher. Ruler Simple drafting tools, compass Catalog list of cost of varnish or other finishes, stain, brushes and sandpaper.	Shop teacher Lumber yard employee Art teacher Hardware store clerk	Students will: 1. Identify types of wood suitable for project. 2. Measure available space in room where it is to be used. 3. Determine size and approximate number of books shelves will hold. 4. Become cognizant of design of furniture and cost of finished article. 5. Sketch and project a piece of furniture to scale. 6. Develop awareness of cost of handmade furniture and factory-made.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

Activity: Building a Bookshelf

CAREER OBJECTIVES: The instructor will:

1. Give instructions for reading and using a ruler. The student will apply this skill in drawing the project to scale. The activity will also provide instruction in the use of fractions.
2. Identify four woods suitable for furniture use, their cost and durability.
3. Work problems using basic board foot equation. (Recognize the dimension of one board foot by showing a sample piece that is that size.)
4. Draw a plan for a book case.
5. Estimate the cost of finishing materials.
6. Prepare a cost estimate of the finished article.
7. Have students shop in a catalog and arrive at a conclusion as to whether or not it is wise to build a piece of furniture.

SUBJECT: Consumer Math

GRADE LEVEL: 9

CAREER COMPONENTS: ☐ Self

TOPIC: Payroll Clerk Position

TIME REQUIRED: 7 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Study requirements of a payroll clerk position. (a) Credentials. (b) Education. (c) Bonding. (d) Responsibility. (e) Salary range.	Chapter from text: <u>Basic Mathematics</u> Catalog from a business college or a 4-year college Workbook with sample pay-rolls. (Teacher prepared)	Bonding agent Local payroll clerk from D.S. & O., local electric power company. Accountant Visit to D.S. & O. Office. Possibly interview accountant or payroll clerk.	Students will: 1. recognize that some positions require formal preparation. 2. know the reasons for being bonded. (a) Other people's money (b) Embezzlement (c) Position of trust (d) Accuracy in work 3. be able to state reasons for accuracy in keeping records. 4. learn several shortcut methods for checking for errors:
2. Make a study of sample payroll sheets from texts.	Worksheet with individual weekly time cards. (Teacher prepared)		
3. Work regular time, over-time and late-time problems of various individuals.	Payroll sheet		
4. Study a sample payroll sheet from local D.S. & O. Office.	Chapter from text Change sheet		
5. Study related chapter on payroll deductions.	Chapter review on making change		

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self
_____ Work
_____ Leisure
_____ Resources

TOPIC: Payroll Clerk Position
(continued)

TIME REQUIRED:

Activities	Material Resources	Human Resources	Outcomes
6. Work payroll sheet for a two-week period. 7. Make a change sheet with the thought in mind that one pay period will be made with cash instead of check, thus necessitating being "bonded."			(a) Transposed figures (b) Adding machine checking. 5. be aware of overtime pay; also deductions because of tardiness. 6. be able to determine salary of each individual and also deductions made by federal, state and local government; also benefits of a personal nature. 7. be able to make change and payroll sheet balance.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

Activity: Payroll Clerk Position

CAREER OBJECTIVES: The Instructor will:

1. Present material that will identify a possible career. Discuss at length the importance of honesty, accuracy and trust when working in the areas of money belonging to others. It should be emphasized that payroll information is confidential.
2. Introduce information that will list requirements for being bonded (what the term means and who will assume the responsibility in case of default).
3. Develop procedural steps for completing the task of a payroll for a business.
4. Present two methods of checking work.
5. Teach the student how to compile a cash record in the event a business wishes to pay their employees by cash instead of check.

SUBJECT: Consumer Math

GRADE LEVEL: 9

CAREER COMPONENTS: x Self
 Work

TOPIC: Buying a Camper

TIME REQUIRED: 10 periods

 x Leisure
 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Plan a two-week trip for four members of a family. 2. Make a basic outline for approximate cost per day. 3. Spend a day discussing the values and savings of having a camper to fit the pickup owned by the family. Decide upon the purchase of a suitable camper. 4. Make out suitable pay schedule for repayment of \$5700 camper. Plan to pay in 5 years. (a) Interest schedule (b) License fees (c) Depreciation	National Parks Resource Book Worksheets on interest, fees and operating costs. Worksheet on percentages	Librarian at local library and school library. Camper salesman. Loan clerk in the bank or credit union.	Students will: 1. Understand priorities of sights to see and possible educational value. 2. Investigate and list all expenses for a family of four: (a) food (b) clothing (c) recreation (d) knick-knacks 3. Understand the cost of vacationing without a camper against with one. 4. Become aware of the advantages of owning a

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT:

GRADE LEVEL:

CAREER COMPONENTS: _____ Self

TOPIC: Buying a Camper
(continued)

TIME REQUIRED:

_____ Work

_____ Leisure

_____ Resources

Activities	Material Resources	Human Resources	Outcomes
(d) Expenses of operating. 5. Check with local motels, restaurants, service stations for cost of various services. 6. Visit the bank loan department. Discuss finance charges, collateral and repayment. 7. Plan a budget for the year that will include payments on the camper and provide the funds for a two-week vacation. 8. Follow-up: Determine the cost per day and cost per person for the two-week vacation.			camper: (a) week-end trips (b) social benefits (c) space for guests 5. Appreciate the benefits of taking a vacation.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

Activity: Buying a Camper.

CAREER OBJECTIVES: The instructor will:

1. Present material that will relate a vacation to things other than relaxing and resting. Investigate educational value of visiting parks, museums, historic landmarks and fun activities and the pleasure of sharing with one's family.
2. Incorporate the value of earning the money used for pleasure by planning and providing the most for the amount you can afford.
3. Develop a sense of good shopping and use of good judgment in such things as purchase of large articles for a family, such as the camper.
4. Show the student that shopping and planning have advantages and disadvantages requiring decisions.
5. Present the steps one might use in long-range planning and budgeting of income to provide for plans.

PHYSICAL EDUCATION
AND HEALTH

PHYSICAL EDUCATION AND HEALTH

INTRODUCTION

Eight career topics are detailed under the subjects of track and field, swimming, golf, and bowling in physical education classes taught by Donna Zimmerman of Chase. The subject of careers in outdoor education with topics of tenting, campsites, outdoor cooking, campfires, sleeping gear, trail blazing and toolcraft are infused into the physical education classes of senior high students of Beth Coleman of Haven. Gilbert A. Green discusses the topics of first aid, athletic trainer, sports publicity, and officiating as career components in physical education at Abilene Middle School. Similar topics are also infused into the curriculum of Patrick Paske of Lakin.

CAREER EDUCATION EMPHASIS IN
PHYSICAL EDUCATION

Donna Zimmerman
USD #401, Chase

Physical Education and Health
Hutchinson Workshop

GOALS AS RELATED TO SELF, WORK,
LEISURE AND RESOURCES

- I. Help a student to develop and implement the best career decision for "self."
- II. Make "work" more meaningful and satisfying.
- III. Expose each student to a variety of career education experiences.
- IV. Involve career resources within the community.
- V. Maximize career options for students and their subsequent children.

GENERAL INTRODUCTION OBJECTIVE

To help the student gain insight into career education. This objective is attained through class instruction, first by showing the relationships between various movement situations and then by acquiring knowledge of transfer or effective application of past experiences to future opportunities.

TEACHING OF MOVEMENTS (Pertains to all subjects offered)

The teaching of all sports skills should be according to mechanically correct principles. Otherwise, slow progress and even failure on the part of the learner must be expected. Practicing incorrect skills merely serves to guarantee that mastery will be impossible and inefficiency of movement inevitable. In accordance, the career relationship must be infused into each subject.

Prerequisites for the economical learning of skills are: (1) sufficient strength to perform the task; (2) clear knowledge of how the skill is to be performed; and (3) an adequate sense and ability to coordinate the body and limbs to permit accurately controlled movement.

The teacher of sports skills should: (1) know the possibilities and limitations of the anatomical structure of the learner; (2) know the correct techniques of performing each activity; (3) teach the mechanical principles involved in the various types of activities of the learners in a way that is appropriate to their intellectual level; (4) indicate to the learner how specific mechanical principles may be transferred to the learning of related skills; and (5) present the possible career opportunities connected with each sport offered.

ORGANIZATIONAL STRUCTURE

In this plan are descriptions of four subjects. One subject is chosen from the four quarter sessions of: (1) Individual Outdoor Sports, (2) Individual Indoor Sports, (3) Water Safety Sports, and (4) Team Sports. Each subject is

then followed by three career guide topics. These career pages consist of nine components:

1. Subject - This indicates the course name within the department.
2. Topic - This names the topic to be infused into the curriculum.
3. Grade level - The level at which the course is best taught.
4. Time required - The period (55 minutes) or periods needed for this activity. (This may vary.)
5. Career components - These are the four components: self, work, leisure, and resources.
6. Activities - This is a list of the activities which might be used for developing the emphasis on one or more of the career components.
7. Material resources - This lists the material resources needed or suggested in order to effectively implement the activities.
8. Human resources - This lists the human resources not only to add knowledge, but also to promote interest.
9. Outcomes - The objective listed may be expected to occur as a result of the activities.

Each career page has implemented at least one activity of self, work, leisure, or resources. Each subject outline includes specific objectives and activities used to measure their outcome.

SUBJECT: Physical Education **GRADE LEVEL:** 10-11-12
TEAM SPORTS (Class - Track and Field)
TOPIC: Coaching **TIME REQUIRED:** 5 periods

CAREER COMPONENTS: ☐ Self
 ☒ Work
 ☒ Leisure
 ☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Present general information with regard to coaching (education, salary and hours)	College catalogs offering physical education degrees.	Resource persons in coaching from: junior high, high school, college, little league	1. To make students aware of each aspect in the coach-field.
2. List academic requirements from colleges.	Practice schedules from coaches at your school.	Resource person from administration: high school, junior high.	2. To allow students to experience coaching a group of students.
3. Discuss pressures and problems of coaching.	Booklets presenting information on state requirements for coaching.		3. To present the various areas in coaching.
4. Conduct an open discussion with the Director of Athletics.	Copies of <u>Scholastic Coach</u> .		4. To develop an understanding of organized practice sessions.
5. Have students prepare a practice schedule for Track and Field.			5. To acquaint students with the possibilities for coaching as a leisure-time activity.
6. Give all students the opportunity to serve as coach for an in-class track event.			6. To become aware of what makes good coaches.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education **GRADE LEVEL:** 10-11-12
 WATER SAFETY SPORTS (Class - Swimming)
TOPIC: Organizations: YMCA, **TIME REQUIRED:** 3 periods
 YWCA, Boys Clubs, etc.

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 _____ Resources

Activities	Material Resources	Human Resources	Outcomes
1. List various types of organized clubs operating today in the United States. 2. List the types of activities which will include various types of swimming activities. 3. Field trip to the local YMCA or YWCA. 4. Interview with the director of one of the local clubs.	List of organizations that provide activities of this type. Brochures or flyers from different organizations showing programs offered. Material showing jobs available and requirements needed for the positions.	Representative from a local organization. An instructor employed by a local club.	1. To acquaint students with the career possibilities in organized activity centers. 2. To gain an appreciation for the role of this type of group. 3. To gain a basic understanding of the purpose of organizations offering recreational activities.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education **GRADE LEVEL:** 10-11-12
WATER SAFETY SPORTS (Class- Swimming)
TOPIC: Water Safety Instructor **TIME REQUIRED:** 10 periods

CAREER COMPONENTS: ☐ Self
 ☒ Work
 ☒ Leisure
 ☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. List various steps needed in a Red Cross swimming class. 2. Discuss W.S.I. certification requirements. 3. List various types of operations where a Water Safety Instructor is needed. 4. Introduce and work on skills necessary to acquire a W.S.I. certificate. 5. Give students an opportunity to pass W.S.I. requirements.	Swimming pool Red Cross pamphlets on W.S.I. requirements	Local or regional swimming pool operator Person who has received W.S.I. certificate Student or other individual who works as a lifeguard	1. To provide students with the opportunity to acquire W.S.I. certificate. 2. To acquaint students with job possibilities using water skills. 3. To assist students in reaching skill levels necessary to achieve a W.S.I. certificate.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education
INDIVIDUAL OUTDOOR SPORTS (Class- Golf)

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Physical Fitness and
Condition Exercises

TIME REQUIRED: 3 periods

 x Work

 x Leisure

 Resources

Activities	Material Resources	Human Resources	Outcomes
1. List the types of health clubs available. 2. Discuss the cost of belonging to a club. 3. Demonstrate the various types of exercises and the purpose for each. 4. Have each student demonstrate and lead class in one exercise and describe the purpose of the exercise.	Informational letters and brochures from health spas and exercise clubs. Department of Health, Education and Welfare information on basic physical fitness requirements. Library resource materials on exercise programs and fitness programs. President's Physical Fitness Program Materials.	Owner or operator of a local health spa. Representative from local physical-fitness equipment sales or manufacturing firm. . . 5. To equip the student with the ability to pass a basic physical fitness test.	1. To acquaint students with the exercises and skills necessary to pass a basic physical fitness test. 2. To gain a basic understanding of the purposes and goals of a private health spa. 3. To become familiar with the approximate cost of membership in a spa. 4. To become aware of the skills and experience necessary to work in an exercise club. 5. (see column to left)

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education **GRADE LEVEL:** 10-11-12
INDIVIDUAL OUTDOOR SPORTS (Class - Golf)
TOPIC: Private or Semi-Private Clubs **TIME REQUIRED:** 5 periods

CAREER COMPONENTS: ☐ Self
 ☒ Work
 ☐ Leisure
 ☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss types of clubs and point out facilities, services provided, cost of operating, and membership cost. 2. List job opportunities and the requirements to fill those positions. 3. Field trip to a club. (If possible use golf club.) 4. Have students prepare a written activity schedule for a club for a week.	General information letters brochures and catalogs from private or semi-private clubs. List types of jobs available at clubs. Sample budget from a private club, including operating expenses, salaries, and membership fees.	Club pro or instructor from a club Manager or director from a club	1. To acquaint students with the various types of private clubs available. 2. To present the job opportunities in the different clubs. 3. To understand the basic types of activities or facilities offered through private clubs. 4. To become familiar with the requirements to operate, manage, or instruct in a private or semi-private club.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education **GRADE LEVEL:** 10-11-12
INDIVIDUAL OUTDOOR SPORTS
TOPIC: SPORTS EQUIPMENT **TIME REQUIRED:** 3 periods

CAREER COMPONENTS: ☐ Self
 ☒ Work
 ☐ Leisure
 ☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. List the various types of equipment necessary to offer a general physical education program. 2. Use catalogs and price lists to determine the approximate cost. 3. Discuss job opportunities in the sporting goods field (owner, salesman, reconditioning). 4. Have students do an inventory of equipment in their gym.	Sports equipment catalogs Price lists from sports equipment companies Sample inventory sheets	Sporting goods store owner Sporting goods salesman Sporting goods manufacturer Sports equipment reconditioner	1. To build an appreciation for the cost of equipment. 2. To acquaint students with the job opportunities in the sports equipment field. 3. To provide students with information on salary, hours, travel, etc., in this career field.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education GRADE LEVEL: 10-11-12
 INDIVIDUAL INDOOR SPORTS (Class - Bowling)
 TOPIC: Sports Facilities TIME REQUIRED: 3 periods

CAREER COMPONENTS: ☐ Self
☒ Work
☐ Leisure
☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Conduct a general discussion on the types of facilities necessary for the major sports. (Include bowling facilities.) 2. Discuss job opportunities pertaining to upkeep. 3. Discuss manner in which local facilities are maintained. 4. Discuss facilities for a major college. 5. Go over sample expense sheets that approximate the cost of maintaining sports facilities.	Floor plans and approximate cost sheets from schools, colleges, and other sports facilities.	Groundskeeper from a sports facility.	1. To familiarize students with areas of employment. 2. To gain an appreciation for the expense involved in maintaining a sports complex. 3. To acquaint students with the knowledge and skill necessary to maintain a modern sports facility.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education GRADE LEVEL: 10-11-12
 INDIVIDUAL INDOOR SPORTS (Class- Bowling)
 TOPIC: Physical Therapy TIME REQUIRED: 5 periods

CAREER COMPONENTS: ☐ Self
☒ Work
☐ Leisure
☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss general applications and requirements for a physical therapist. 2. Discuss methods of rehabilitation using physical equipment, exercises, and self-help devices. 3. Take a field trip to a physical therapy center. 4. Prepare a written report and do a demonstration of a specific form of rehabilitation exercise.	Library resource materials on physical therapy. Filmstrip on physical therapy techniques. Copies of the <u>Physical Therapy Review</u> Catalogs featuring physical therapy equipment and supplies.	Physical therapist College representative from a school offering a degree program in physical therapy. Persons helped by physical therapy.	1. To acquaint students with various areas of work in physical therapy. 2. To give students experience through observation of a physical therapist at work. 3. To gain understanding of the types of exercises used for rehabilitation. 4. To acquaint students with physical therapy equipment, exercises, and self-help devices.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☐ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

CAREER EDUCATION CURRICULUM:

PHYSICAL EDUCATION

Beth Coleman
USD #312, Haven

Physical Education and Health
Hutchinson Workshop

INTRODUCTION

The primary focus of career education is to promote a relationship between education and work in society. School District #312 of Haven believes that it has programs based on occupational benefits and educational benefits. The district hopes it equips its students with adaptable skills, since both academic skills and good work habits are prime concerns. The curriculum is designed to help students make career choices, placing equal emphasis on society's need for work and an individual's need to find personal meaning in his chosen career.

The school district is made up primarily of rural students. Five small farm communities make up the district. These communities all have grade school attendance centers, and these students when graduated from eighth grade attend Haven High School. The school has 50-60 percent going on to college,

5 percent going on to V0-Tech schools, 30-35 percent going into the world of work, and 3 percent dropping out and seeking work when they turn sixteen.

Keeping these statistics in mind and the type of students enrolled, the physical education department at Haven High School is implementing the following goals.

1. To provide meaningful activities which students can use after high school.
2. To provide learning opportunities for all students which will give them a background of learning they can use in the future.
3. To expose each student to a variety of career experiences.
4. To assist students in assessing their career interests, abilities, values, and needs.
5. To make work more meaningful--useful--successful for a lifetime.

The following objectives are some that physical educators would like to achieve:

1. Carry-over value
2. Physical fitness
3. Job opportunities
4. Job skills
5. Subject area to rely on.

With the above goals and objectives, the program will guide students in making career choices and help make them aware of the wide variety of work which exists.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Tenting

TIME REQUIRED: 5 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Conduct a group discussion of different kinds of tents. 2. Familiarize students with how to buy tents. 3. Acquaint students with how to set up tents. 4. Give tips on how to take care of tents.	Different types of tents; brochures on tents; prices and types used in various areas. Data reflecting jobs available	Resource person from company that makes tents. Demonstrator of kinds of tents. Sporting goods sales representative	1. To acquaint students with kinds of tents they would want to use, how to take care of them, and how much they would expect to pay for them. 2. To acquaint students with possible career: selling or making tents.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Campsites

TIME REQUIRED: 2 periods

Activities	Material Resources	Human Resources	Outcomes
1. Discuss choosing campsite and what to expect from campsites. 2. Class chooses type of campsite and location where they would like to camp.	Maps and camp guides. Brochures on types of sites and where they are available. Cost, locations, and address on locations. Federal and state park guides fees, and locations. U.S. and state travel guides.	Kansas State Park Board representative to speak on parks in Kansas. Ranger from Cheney Reservoir to speak on rules and regulations in state parks. Slides presented by the Forestry, Fish, and Game Commission from Pratt.	To help students in the future make decisions on campsites or on future career in park service.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: x Self

TOPIC: Outdoor Cooking

TIME REQUIRED: 8 periods

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss the different types of outdoor food. 2. Class fixes: hike lunches one-pot meals on-a-stick cooking reflector-oven baking tin-can cooking aluminum-foil cooking planking	Outdoor cook books Pamphlets on outdoor cooking Camcraft Book	Demonstrator of outdoor cooking (home economics teacher) Home economist Professional guide	The class should be able to prepare meals for every type of occasion. Each class member will also be made aware of careers in the cooking field.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Camp fires

TIME REQUIRED: 3 periods

☐ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Fire building is discussed in class. A good fire is stressed. 2. Different woods are burned by the class to see which is the best. 3. Class then builds these different types of fires: tepee, crisscross, reflector fire, French fire, tin-can fire, and charcoal stove.	Pamphlet on foundations and good fire building Types of good wood Illustrated pictures to teach the different types of fires	Scout master (demonstration on fire building) Park ranger (discusses the different types of fire that can be built in parks and where)	To make each student aware of the different types of fires and why and how they are used when camping.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☒ Self

☐ Work

☒ Leisure

☐ Resources

TOPIC: Sleeping Gear

TIME REQUIRED: 3 periods

Activities	Material Resources	Human Resources	Outcomes
1. Discuss sleeping gear of different styles. 2. Arrange actual class participation in making bed rolls and using sleeping bags 3. Take a field trip to a store to see construction of sleeping bags.	Different types of sleeping bags used by campers. Bed rolls and ground clothes. Hand-out material on the construction of sleeping bags. Price lists and information on availability and locations where bags can be purchased.	Store clerk (shows students the difference in types of sleeping bags)	To make students aware of types, prices, and styles of sleeping bags they would want to buy. To help students see that careers are available in making and selling bags or selling camping gear.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

☐ Work

TOPIC: Trail Blazing

TIME REQUIRED: 5 periods

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Different methods are discussed with class on finding directions. 2. Students make trails and are asked to follow trails, by the use of clues, maps, and the compass.	Watch and sun compass Maps Books and pamphlets on directions and trail blazing	Scout master demonstration	The student is made aware of ways to make a trail or follow a trail. Also the student is made aware of ways to find his way in case he is lost in the woods

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☐ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

672

482
673

SUBJECT: Outdoor Education

GRADE LEVEL: 11-12

CAREER COMPONENTS: ☐ Self

TOPIC: Toolcraft

TIME REQUIRED: 2 periods

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discussion on types of tools for camping. 2. Class learns to sharpen knives and axes. 3. Safety discussion and actual class experience using knife, ax, and other tools.	Pamphlets on tools for camping Price lists for tools and where they can be found. Catalogs for camping equipment.	Hardware store owner (discusses use of knives and axes) Forestry service (gives demonstration in cutting fire wood)	Class is made aware of camping tools, their use, purpose, care, and cost.

CAREER OBJECTIVES--The school staff will:

- ☐ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☐ 4. Identify and use career resources of the community.
- ☐ 5. Assist students in assessing their career interests, abilities, values, and needs.

STUDENT EVALUATION

The outdoor education class at Haven High concludes with a camping trip. The students use two class periods to prepare for their week-end camping trip. They complete a list of camping equipment they will need, a list of food they will need for each meal, and a list of recreational activities they will do. Each student is given a final grade for the nine weeks on his or her preparations and follow-through of the activity.

During the nine weeks, written tests are given on types of tents, types of outdoor cooking, and types of equipment used. Each student is also given practice on setting up tents, campfire building, and outdoor cooking.

The evaluation of each student is based on mental and physical skills demonstrated during the nine weeks. The class usually ranges from 18 to 25 male and female students. They are all equally evaluated, and each student is given an evaluation requirement list at the beginning of the nine weeks along with a course outline.

EVALUATION OF THE OUTDOOR EDUCATION CLASS

The teacher of this class thinks that career education and a life-time education was achieved. The reasons are based on the following factors.

1. A course evaluation was filled out by each student, and the students indicated not only a personal need for the class but also that they had a good educational experience.
2. The pre-enrollment for next year indicates a desire of other students

to take the class.

3. A trend in the school indicates students want to learn more about different types of job careers not offered to them in required courses.

4. The need for preparing students for leisure time has become a factor in offering the class.

The writer thinks the class of outdoor education is valuable in teaching students of the outdoor movement now being experienced by our country. More and more job opportunities will be developed in this field.

CAREERS IN OUTDOOR EDUCATION

The range of careers in outdoor education involves many types of opportunities. They range from service careers such as camp directors, sport clothing repair, equipment repair, equipment care and cleaning, food service, facility maintenance, rental shops, and liaison personnel. In the business field these careers range from production of equipment and clothing, selling and modeling equipment and clothing, management, secretarial, clerical, communication, and travel agency personnel. In the technology field these career areas are possible: designing clothing and equipment, or inventing safety devices. Outdoor education relates to the out-of-doors such as park jobs, park supervisor, camp instructor, hunting and fishing guide, ski patrol, park ranger and conservationist. All of the above career areas are explored during class. Field trips, speakers in the various areas, and written information are all made available for the students so they will have a well-rounded exposure to all careers.

CAREER EDUCATION CURRICULUM:

PHYSICAL EDUCATION

Gilbert A. Green
USD #435, Abilene

Physical Education and Health
Concordia Workshop

INTRODUCTION

The Abilene Middle School (6-7-8) has introduced career education into some of the school's instructional areas during the last few years. Physical education will be a new area where career education will be introduced and implementation processes put into effect.

Career education is a developmental and instructional process which fuses learning with the world of work and life by preparing the learner for his/her life roles: family member, citizen, consumer, worker, and pursuer of fun and leisure. Career education is not another name for vocational education or for academic education, nor is it an isolated activity. It is a developmental and instructional process which infuses into the entire school curriculum and involves all learners, all levels of education, all educators, and all citizens.¹

¹Implementing Career Education in a Local Education, Salt Lake City, Utah: Utah State Board of Education, 1974.

GENERAL OBJECTIVES

1. To provide learning experiences and opportunities for all students that will give them a meaningful life style.
2. To permit at the middle school level (6-8) the learner to explore, examine, and demonstrate his/her potential talents and interests through the components of self, work, education, economics, leisure-time activities, resources, and decision-making as they apply to tentative occupational and educational choices.
3. To provide basic understanding of the occupational opportunities that are available to students based on individual strengths and weaknesses through physical education and athletics at the Abilene Middle School.
4. To inform and involve the Abilene community concerning career activities.
5. To identify and use career resources of the Abilene community and surrounding area.

PLAN OF ACTION

Plan of action for integrating career education into physical education at Abilene Middle School for the 1977-1978 school year:

The four individual career components--SELF, WORK, LEISURE, RESOURCES--as identified by the State of Kansas will be used in this plan. EXPLORATION was selected as one of the five Process Phases--AWARENESS, ORIENTATION, EXPLORATION, SELECTIVE FORMULATION, ACTION--available, and one activity for each of the four Career Components will be conducted in the Abilene Middle School physical education classes.

SUBJECT: First Aid in Physical Education **GRADE LEVEL:** 6-8

CAREER COMPONENTS: Self
 x Work
 Leisure
 x Resources

TOPIC: First Aid **TIME REQUIRED:**

Activities	Material Resources	Human Resources	Outcomes
1. Explain specific emergency treatments and demonstrate various first-aid measures. 2. Ask a resource person to discuss proper treatments. Mention career areas open to students in medicine, para-medics, civil defense work, etc. 3. Show film on civil defense action or good first-aid techniques.	Basic health textbook First aid booklets provided by Red Cross Civil defense brochures Film or filmstrip on first aid, civil defense, etc. Projectors Basic first-aid supplies	Local representative of Red Cross Local Civil Defense representative Local emergency medical technicians (Memorial Hospital Ambulance Service) Para-med Fireman and policeman trained in first aid School nurse Physician	1. To familiarize students with the basic emergency treatments for the home or vacation use. 2. To acquaint students with the various fields where a working knowledge of first aid is necessary.

CAREER OBJECTIVES--The school staff will:

- x 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education

GRADE LEVEL: 6-8

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☐ Resources

TOPIC: Athletic Trainer

TIME REQUIRED:

Activities	Material Resources	Human Resources	Outcomes
1. Discuss the basic skills and information with regard to being a student trainer. 2. Discuss job opportunities for athletic trainers in college and professional sports 3. Present resource persons from the field. 4. Have students demonstrate a basic wrap or orally explain a basic treatment for a cramp, muscle pull, bruise, or similar injury. 5. Discuss the student trainer program at the school.	Cramer Chemical Company Student Trainer Program (Gardner, Kansas) Library resource materials on athletic trainers Catalogs showing requirements for an athletic trainer.	High school student trainer Trainer from a college or professional organization	1. To acquaint class with the responsibilities of an athletic trainer. 2. To inform students of the job opportunities and salary benefits for an athletic trainer. 3. To provide a basic understanding of the educational requirements to be a trainer. 4. To allow students the actual experience of applying very basic types of wraps and treatments.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education

GRADE LEVEL: 6-8

CAREER COMPONENTS: ☐ Self

TOPIC: Sports Publicity

TIME REQUIRED:

☒ Work

☐ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss sportswriting and sportscasting: requirements, experience necessary, and compensation. 2. Resource person from these fields. 3. Go over sample scripts/columns prepared by local people. 4. Have students prepare a short script of a hypothetical game. 5. Using video-tape equipment, have students do a play-by-play of an inclass game and then evaluate themselves.	Videotape equipment List of opportunities in the sportswriting and sportscasting fields Interesting samples of sports columns Sample copies of sportscasters' scripts for a news report	Local or regional sportswriter or sportscaster	1. To acquaint class with the various fields where a sportswriter or sportscaster can be used. 2. To understand the basic training, experience needed, and financial compensation in these fields. 3. To acquaint class with the basic English background required to be successful in these fields. 4. To gain an appreciation for the research necessary to present a broadcast or column.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Physical Education

GRADE LEVEL: 6-8

CAREER COMPONENTS: ☐ Self

TOPIC: Officiating Procedures

TIME REQUIRED:

☒ Work

☒ Leisure

☐ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Discuss the general needs and role of an official at the various levels of sports. 2. Discuss compensation for officials and the source of these funds. 3. Present procedures for becoming a certified official. 4. Present resource person from officiating field. 5. Show films on officiating. 6. Have students officiate a class activity, demonstrating proper mechanics of officiating.	Copy of state guidelines for K. S. H. S. A. A. athletic events List of opportunities in officiating, including average compensation Copy of official rule books for K. S. H. A. A. sanctioned sports Films on proper techniques of officiating	Certified athletic official	1. To gain an appreciation for the needs of a person serving as a sports official 2. To gain an understanding of the state requirements for an official for K. S. H. S. A. A. events. 3. To acquaint students with various areas for employment in officiating and with compensation expected. 4. To experience officiating a game.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

CAREER EDUCATION: PHYSICAL EDUCATION

Patrick Paske
USD #215, Lakin

Physical Education and Health
Dodge City Workshop

INTRODUCTION

Lakin is a town of about 1,500 people located twenty-three miles west of Garden City in Southwest Kansas. The high school has an enrollment of 215 students of which approximately 48 percent participate in physical education classes each year and 60 percent participate in the variety of athletic programs, both boys' and girls', offered by the district.

Career education in the physical education program becomes quite important since every student, by requirement, goes through the program. An opportunity to continue in athletics in any capacity is usually received quite well. The goals of the physical education program are structured partially with this in mind.

The following program includes the goals for the entire physical education program as it pertains to each of the individual career components. After the overall goals, the next section involves an activity (athletic officiating) concentrating

on the Awareness process phase. The activity is then broken down into the four individual career components with stated objectives and means of evaluation for each.

PROGRAM

I. Goals for the physical education program as related to career education.

A. Self

1. Create an appreciation of physical fitness and how it relates to everyday health.
2. Accept the concept of one's role as a member of a team or group.
3. Develop an understanding of one's physical capabilities and limitations.
4. Develop positive attitudes toward personal cleanliness.
5. Develop an appreciation for the value of the creative aspects of correct body movements.
6. Develop an appreciation of the value of good sportsmanship and its fullest application to total living.
7. Develop a knowledge of body mechanics and its relation to good posture.

B. Work

1. Develop proper rhythmic response to music, including the basic skill in forms of social dance.
2. Develop the ability to swim and become aware of the value of safety procedures and the knowledge of the basic skills needed to work and play around the water.
3. Develop a knowledge of the proper mechanics of the various sports.

4. Develop a knowledge of the rules, strategies, background, and value of sports.
5. Develop a knowledge of the care and selection of various types of sports equipment.
6. Make the student aware of the possible work positions related to physical education.

C. Leisure

1. Develop skills in combative activities.
2. Develop the ability to swim and handle oneself in the water.
3. Develop skills in seasonal team sports attaining a level of enjoyment in participation.
4. Develop skills in outdoor and indoor single or dual sports attaining a level of enjoyment in participation.
5. Develop an adequate level of skill in such testing individual activities as track and field, calisthenics, tumbling, apparatus, etc.
6. Develop the ability skills of fundamental body movements to other physical activities (i.e., running, throwing, jumping, lifting, carrying, etc.)
7. Develop ways of keeping the body fit and improving one's appearance.

D. Resources

1. Expose the student to literature related to the activity being studied.
2. Expose the student to a list of opportunities that are available in the activity being studied.
3. Use films demonstrating the proper techniques and explanation of the activity.
4. Use, if available, a guest speaker with experience in the activity.

5. Give the student at least a limited opportunity to participate in the activity if possible.

II. Physical education activity (Process Phase: Awareness)

Activity: Athletic Officiating

Objectives of the Activity:

1. Gain an appreciation of sports officials and their special problems, both in becoming eligible to officiate and in performing their duties.
2. Experience the actual feel of officiating a contest outside the classroom environment.
3. Become aware of the possibilities of employment, both paid and volunteer, as an official and the possible compensation that can be expected.
4. Become aware of the state requirements, local requirements, and national requirements for an official in the activities covered.

The activity will now be broken down into the various Career Components.

Under each of these components will be the objectives to accomplish that component, the activity used to accomplish it, and a short method of evaluating the success of that particular phase.

Self

Objectives:

1. Help students to recognize the types of pressure and abuse that the official is subjected to.
2. Have student evaluate himself to see whether he is capable of handling this type of pressure.

Activity:

Have a discussion in the classroom after having the students observe

either first hand or on television the pressures the official is under. You must emphasize that the students observe the reaction of the participants in the activity, of coaches and the way they act toward the official in an effort to influence him, of the crowd with particular interest being shown to the comments both favorable and unfavorable being directed at the official from both of the teams' fans, and his own feelings as an observer. Each student is then asked to do a personal inventory of himself and of the ability he has to handle the things he observed. The student should be encouraged to be introspective and not be afraid to express his possible inability to handle certain instances.

Evaluation:

Evaluation is based on the student's efforts to understand himself or herself. There is no real way of knowing whether the student has been honest in his self-evaluation until he actually is subjected to life situations.

Work

Objectives:

1. Make the students aware of the process by which officials are hired.
2. Have the students learn the rules and be able to pass a test over them.
3. Allow the students to apply their knowledge of the rules in an observation assignment in a controlled atmosphere.

Activity:

Have the school's athletic director explain the way officials are hired and explain what to expect in the way of pay. Expose the students to the rulebook used by the KSHSAA (i.e., football) and go over each rule explaining and discussing it. After the study has been completed, use a form of open-book exam that the state uses to register officials. Grade and discuss it in class, allowing each person to explain and present rationale on behalf of his opinion if different from the accepted answer. Try to work members of the class into activities such as the chain crew of junior high or junior varsity games and follow-up with a discussion of what they observed. Use game films of the school's varsity games and have the students look for rule violations. This is particularly useful since slow motion and rerunning of the plays are both available.

Evaluation:

This is the only phase that can be objectively evaluated, as it involves a written test with correct and incorrect answers. Also the situations students will be asked to interpret can be placed in a proper sequence so that correctness can be determined.

Leisure**Objectives:**

1. Make the students aware of the local opportunities to apply

their new-learned knowledge.

2. Have actual participation outside the classroom with a critique by fellow students and an experienced observer.

Activity:

Bring in the local recreation director and let him explain the opportunities that are available in the recreation program. He should also cover the requirements of background and knowledge he expects in the officials that he hires. At this point, actual participation is usually introduced on Saturday mornings or after school in the fifth and sixth grade intramural program (i. e., flag football, basketball, etc.). After the contest the official fills out a critique of his own performance. He/she is also evaluated by two classmates and an experienced adult (intramural director, former or present official, or the instructor are examples).

Evaluation:

The success of this activity can be measured in the follow-up after the students have participated in officiating assignments. Their thoughts as well as the critiques are used to determine whether they can handle the situation they have been exposed to.

Resources

Objective:

Enable the student to be aware of the various opportunities that

are available in sports officiating.

Activities:

This is one topic for which the instructor can use a variety of possible speakers, films, or literature to get across the point.

Listed are eight different activities from which a few can be chosen to fit the quest of knowledge that the class might have.

1. Get from the KSHSAA rulebooks, films on techniques of officiating, and manuals for officials that explain such things as the methods and criteria from which they will be rated.
2. Write to the National Baseball Congress or National Softball Association if you go into these sports for the same type of information.
3. The Area Supervisor of officials in Kansas can present a very informative talk on what it takes to be an official and how to become one.
4. The local Recreation Director can explain the possibilities of starting out locally.
5. The school athletic director can explain the procedure of hiring and paying officials.
6. Members of the coaching staff can explain the way of evaluating an official and feelings toward officials.
7. Have a former official with at least ten years' experience talk about how officiating has changed.
8. Have the Grade School Intramural Director supply opportunities for students to officiate in an out-of-class activity.

Evaluation:

The success of this phase is determined by whether the students have had all of their questions answered, and, if not, a source

from which they can get the needed information has been provided.

III. Evaluation of the completed activity

The success of the unit can be measured in a period of time ranging in years, not in days, by how many students actually become involved in a program whether interscholastic, intramural, or recreational. Realistically, a five-to-ten-year period would be required to determine the overall success or failure of the unit.

SCIENCE

SCIENCE

INTRODUCTION

Having the Cheyenne Bottoms Wildlife Refuge, Salt Marshes, the Arkansas River, and two large lakes within field-trip distance, biology teacher Robert Robins uses eleven topics in teaching the class in Ellinwood which are especially compatible for waterways and grassland study. Numerous human resources are cited in his study. The career of greenhouse management, taught as a unit in biology classes, is the work of Robert Coffman of Chase. John Morgan of Jewell shows how the insect collection activity, taught in biology classes, is infused into career education. He uses an entomologist, a beekeeper, a seed salesperson, a veterinarian, and a crop sprayer as human resources. A one-semester course called "Energy Crisis," taught by Ann E. Clark of Emporia to grades 10-12, details the characteristics of energy, its use, the fuels, and policies.

TEACHING BIOLOGY IN ELLINWOOD

Robert Robins
USD #335, Ellinwood

Science
Hutchinson Workshop

INTRODUCTION

Ellinwood is located in Central Kansas ten miles east of Great Bend.

The surroundings are excellent for teaching biology with waterways and grass-land at close hand. The Cheyenne Bottoms Wild Life Refuge is six miles to the north, an ideal setting for people who enjoy the outdoors and for those who love to watch wild game in their native habitat. The opportunity exists to see permanent residents along with fall and spring migrations. To the south twenty miles is another refuge on the Salt Marsh. Different flora and fauna are seen in the Cheyenne Bottoms. Areas for hunting, bird-watching, and naturalist studies are provided.

Readily accessible is the Arkansas River which is less than a mile from Ellinwood. The river area gives an opportunity for additional study of plants and animals and to observe different life zones in close proximity. Water organisms are plentiful, and the nearby bordering woods provide a study of living things

requiring more dense protection. Classes visit these areas to obtain more knowledge about the outdoors and to develop appreciation for the land.

Another of the field trips is to the open grassland where students collect species and observe the natural habitat. On this trip visits with a farmer teach the importance of the grassland.

Two large lakes are within an hour's drive from Ellinwood, Lake Wilson to the north and Kanopolis to the northeast. These lakes have professional staffs along with work attendants to give students first hand information concerning living things and the many problems of management. Many of the students, their parents, and townspeople enjoy fishing, boating, and camping at these sites.

The writer, as the only biology teacher in the school, made the decision to use the Biological Science Curriculum Study Green Version Biology approach to study. This text is excellent for the area because of the many outdoor opportunities. Students collect many species and bring them into class; the town is close to the Great Bend Zoo where students observe in the field, and resource people are plentiful.

The Barton County Community Junior College is eight miles to the northwest of Ellinwood. The college is well staffed in the biology field and hosts science fairs. Some of the students take advanced courses in the evenings at the college.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Plants

TIME REQUIRED: 12 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Why are plants important? Simple plants; flowering plants 2. Lab keys to plant identification. 3. Knowledge of plant structures. 4. Grasses and forbs in the Ellinwood area. 5. Desirable plants; poisonous plants. 6. When and how to plant a garden. 7. Field trip - grassland 8. Field trip - nursery	Slides - algae and fungi Film - simple plants Books - <u>Wild Flowers of America</u> Field Guide - Wild Flowers Biology text Forb Identification pamphlets Slides and film strip Charts - Diagrams Collected plants Booklets - Phillips 66 Native grasses and forbs Climatic charts Charts - domestic plants Collect plant samples	Farmer Nursery worker Gardener Biologist Agriculture teacher	1. To develop an interest in living things. 2. To learn why grasses are important to the farmer. 3. To show the great diversity of plants. 4. To emphasize career opportunities related to plants. 5. To learn how to garden for food and for a hobby. 6. To develop an understanding of how to grow plants indoors. 7. To learn some basic keys to the identification of helpful and harmful plants.

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Population

TIME REQUIRED: 8 periods

Activities	Material Resources	Human Resources	Outcomes
1. Study methods of determining plant and animal population. 2. Lab study of population change. 3. Human population. 4. Field trip - Cheyenne Bottoms. 5. Field trip - grassland.	Filmstrips How to use field guides Text - Microscopic World Film - fungi City census - Ellinwood ten-year period Field guide to mallard identification Field guide - natural grass identification Slides - Grass Cover	Biologist Organic Chemist City Clerk Biologist Game Warden Biologist Farmer	1. To learn what grasses dominate the area. 2. To find desirable plants. 3. To show population change in a control lab. 4. To learn how to conduct a human census. 5. To find stable careers in the community. 6. To learn different species. 7. To learn trends in plant and animal population over a period of years.

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- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Taxidermy

TIME REQUIRED: 7 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Introduction - an opportunity for basic knowledge. 2. Purpose - to gain skills. 3. Readings in taxidermy. 4. Guest lecture - #1 professional taxidermist. 5. Skinning out bird, preparing the skin, forming the artificial body, wiring legs, wings, head, and mounting on stand final assembly and grooming. 6. Guest lecture #2 - native habitat; trapping specimens.	Film - Bird Identification Books - <u>Home Book of Taxidermy</u> , <u>Outdoor Life Sports Illustrated</u> Slides - Birds of the Field Birds of the Marsh Birds of the Cheyenne Bottoms Slides Kinds of traps	Taxidermist Game biologist Game warden Game commissioner Biologist Naturalist	1. To learn which birds in the environment can be trapped for mounting. 2. To learn how to identify protected birds. 3. To learn the basic skills in taxidermy. 4. To obtain ideas of employment in the areas of wild life. 5. To emphasize duties of a local game biologist and a taxidermist. 6. To discuss future problems in wildlife management.

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- ☒ 3. Inform and involve the community concerning career activities.
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- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Reproduction

TIME REQUIRED: 10 periods

Activities	Material Resources	Human Resources	Outcomes
1. Lecture - Reproduction to continue species. 2. Methods of reproduction in animals. 3. Reproduction in plants - vegetative; sexual. 4. Reproduction in protist. 5. Meiosis - lab 6. Mitosis - lab 7. Embryology - lab	Slides - Film strip Film - Biography of Unborn Filmstrip Flower model Wall charts Charts - book diagrams	Biologist Physician School nurse Agriculture teacher Family living instructor Gardener Nursery worker	1. To develop knowledge of species and how they continue to reproduce. 2. To prepare students for their future role as parent. 3. To help students become aware of the many career opportunities related to a study of reproduction. 4. To help students develop mature attitudes towards reproduction.

CAREER OBJECTIVES--The school staff will:

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- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Migration

TIME REQUIRED: 6 periods

Activities	Material Resources	Human Resources	Outcomes
1. What are the reasons for migration? Behavior - learned or fixed. 2. To study major flyways, nesting grounds, and winter feed areas. 3. Climate conditions; seasons. 4. To study the different levels of behavior. 5. Lecture - rare species; how to identify. 6. Methods for studying territories.	Text chapter "Behavior" Film: Migration of Birds Wall charts on maps of flyways Slides - bird identification Weather maps - season trends Library readings B. F. Skinner - behavior Ivan Pavlov - behavior Graphs of nesting areas in local Cheyenne Bottoms habitat	Game biologist Game warden Biologist Physics teacher Naturalist Animal trainer Dog field trial specialist Farmer	1. To help students develop humane values. 2. To learn endangered species and protection for them. 3. To point out career opportunities in the behavioral sciences. 4. To give students some basic knowledge concerning why organisms migrate. 5. To learn management problems of wild species feeding on farm crops.

CAREER OBJECTIVES--The school staff will:

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- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Heredity

TIME REQUIRED: 9 periods

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
1. Lecture: What is heredity? 2. Experiment: Life comes from life. 3. Principles of heredity. 4. Why is probability important in studying inheritance? 5. Experiment - mitosis Root tip cells. 6. D.N.A. _ R.N.A. in cells. 7. Experiment - mutations in fruit flies; sex-linked traits; sex-limited traits. 8. Genetics and chance distribution.	Slides Filmstrip Charts - Pedigrees Models Film - Thread of Life Graphs	Biologist Farmer - pure bred animals Nursery worker - genetics in plants Naturalist	1. To learn the basic principles of heredity. 2. To understand how changes occur in organisms. 3. To emphasize careers that pertain to heredity. 4. To gain knowledge of experiments in breeding that would be of value in raising domestic pets. 5. To have compassion for those victims of chance distribution of genes.

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- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Animals

TIME REQUIRED: 12 periods

Activities	Material Resources	Human Resources	Outcomes
1. Assign reading on the animal kingdom: How to classify animals Domestic animals Animals in a grassland biome Protected species. 2. Lecture: Animals for food; predator prey relationships. 3. Field trip - farm animals 4. Field trip - Great Bend Zoo.	Film - Grassland Biome Text Keys to classification Pamphlets - Dept. of Agriculture <u>Kansas Fish and Game Magazine</u> Filmstrip Books - Mammals, Birds, Reptiles - Students classify on field trip	School librarian Farmer Agriculture teacher Biologist Game biologist Meat inspector - Packing Plant Zoo keeper	1. To learn about different species. 2. To develop attitudes towards endangered animals. 3. To develop an understanding of diversified habitat. 4. To appreciate the need for balance in nature. 5. To be aware that many careers are related to animals. 6. To develop attitudes concerning leisure time and appreciation of animal life.

CAREER OBJECTIVES--The school staff will:

- 711 ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
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- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: The Microscopic World

TIME REQUIRED: 9 periods

Activities	Material Resources	Human Resources	Outcomes
1. Discuss: Where are microbes in nature? 2. Show slides of pond organisms; lab identification. 3. Soil micro-organisms. 4. Field trip: pond, grassland, woods; lab study of collected species. 5. Classify collected species 6. Discuss: desirable microbes; harmful species. 7. Growing - cultures in lab. 8. Discuss: Pollution of waterways.	Film Readings in microbiology Keys to identification Projection microscope Wall charts Pamphlets - commercial uses Dept. of Health, (K.S.U.) (Emporia State) publications	Biologist School librarian Farmer Game biologist Organic chemist Home economics teacher Geologist	1. To gain knowledge of microbes and their role in our environment. 2. To learn which kinds cause disease. 3. To identify those microbes that play an important role in industry. 4. To develop attitudes pertaining to one's health. 5. To have students become aware of the many career opportunities related to microbiology. 6. To learn which species are desirable in our Kansas waterways.

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- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Circulation

TIME REQUIRED: 9 periods

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
Study the following: 1. Invertebrate systems A. Annelids B. Arthropods 2. Vertebrate systems A. Pisces B. Amphibian C. Mammals 3. Lab - heartbeat in water flea. 4. Embryo development - chick lab. 5. Human blood types - lab field trip. 6. Human blood pressure 7. Human lymphatic system 8. Functions of blood; components of blood.	Film Torso Models Slides Wall charts Lab exercises Heart models - charts Lab dissections Lab exercises Hospital technology Blood bank - blood donors at high school Film	Lab technician Medical doctor Biologist School nurse Registered nurse Nurses' aides	1. To identify the many ways that organisms move substances through their systems. 2. To compare heart development in different species. 3. To have students observe career personnel on the job. 4. To emphasize the importance of one's circulation. 5. To visit an industry of the community.

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- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Terrestrial Environments **TIME REQUIRED:** 9 periods

Activities	Material Resources	Human Resources	Outcomes
Study the following: 1. The Tundra Biome a. abiotic factor b. living organisms 2. The American middle latitude deciduous forest a. kinds of plants and animals b. climate. 3. The grassland of the great plains a. annual precipitation b. index animals and plants 4. The American desert a. abiotic factors b. plant cover c. adaptations	Text based on ecological concepts. Materials on food chains and communities. Film on ecological succession. Slide on careers related to forestry. Film strips on animals of biomes. Collected plants of the grassland; books of wild flowers. Film on the changing surfaces of the earth. 5. The Rocky Mountain Biome a. elevation b. varieties of zones	Fish and wildlife service Biologist Botanist Zoologist Farmer Agriculture teacher Naturalist	1. To gain information about environmental careers. 2. To identify the varieties of plants and animals in different biomes. 3. To emphasize critical factors that limit life in terrestrial ecosystems. 4. To study problems that relate to the environment. 5. To show the effects man can have on nature.

CAREER OBJECTIVES--The school staff will:

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- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self
 x Work
 x Leisure
 x Resources

TOPIC: Aquatic Ecosystems

TIME REQUIRED: 10 periods

Activities	Material Resources	Human Resources	Outcomes
1. Lecture on kinds of pond communities: temporary and man made. 2. Field trip to Kansas pond a. observe natural habitat b. collect pond species. 3. Lab: identify collected organism; their importance to a pond community. 4. Field trip to a Kansas lake to study lake zones and to observe natural habitat. 5. Field trip to the Arkansas River to observe life in fast water and to collect species. 6. Compare life in waterways.	Film - The Pond Community Film - Conservation Field Guides to Plant and Animal Life Guides - Fresh Water Biology Film - Kansas Fish and Game Field Guides Slides of species	Biologist Farmer Naturalist Lake engineer Lake attendant Fish and game commissioner	1. To learn the importance of water to farm animals. 2. To identify those species dependent upon the farm pond. 3. To gain information on the management of waterways. 4. To meet people in and the problems they face in conservation. 5. To learn about a variety of species that inhabit Kansas waterways. 6. To develop appreciation for our natural resources.

CAREER OBJECTIVES--The school staff will:

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- x 5. Assist students in assessing their career interests, abilities, values, and needs.

RESOURCE PEOPLE OF THE ELLINWOOD
AREA FOR BIOLOGY

Agriculture Teacher	Meat Inspector
Biologist	Medical Doctor
Botanist	Mortician
Chemist - Organic	Naturalist
City Clerk	Nurse
Dentist	Nurse's Aide
Farmer	Nurseryman
Fish and Game Commissioner	Optometrist
Florist	Petroleum Engineer
Forester and Wildlife	Pharmacist
Gardener	Physics Teacher
Geologist	School Librarian
Home Economist	Taxidermist
Lake Engineer	Veterinarian
Lake Attendant	Zookeeper
Lab Technician	Zoologist

FREE FILM LIST

Barton County Film Library, Great Bend, Kansas 67530

Educators' Guide to Free Film - Educators Progress Service, Inc.
Randolph, Wisconsin 53956

Educators' Guide to Free Materials - Educators Progress Service, Inc.
(cost of above two sources is about \$15.00).

Kansas Forestry, Fish & Game Commission - Pratt, Kansas

Aetna Life and Casualty Public Relations and Advertising Dept.
151 Farmington Ave., Hartford, Connecticut 06115

Allergy Foundation of America - 801 Second Ave., New York, N.Y. 10017

American Cancer Society - 219 East 42nd St., New York, N.Y. 10017

American Gas Society Film Service Library - 1515 Wilson Blvd., Arlington, Va.
22209

Association Sterling Films - Executive Offices - 8615 Directors Row, Dallas,
Texas 75247

Bausch & Lomb Inc. Film Dist. Service - 1400 N. Goodman St., Rochester, N.Y.
14602

Biological Sciences Curriculum Study - P.O. Box 930, Boulder, Colorado 80302

Blood Services - ATTN: Ms. Pamela C. Kennedy, Director of Communication Services
P.O. Box 1867, Scottsdale, Arizona 85252

Bureau of Mines - United States Dept. of the Interior Motion Pictures
4800 Forbes Ave., Pittsburgh, Penn. 15213

Bureau of Reclamation Film Management Center - P.O. Box 25007, Denver Federal
Center, Denver, Colo. 80225

Chevron Chemical Company - ATTN: Larry Weber, ORTHO Division,
200 Bush St., San Francisco, California
94104

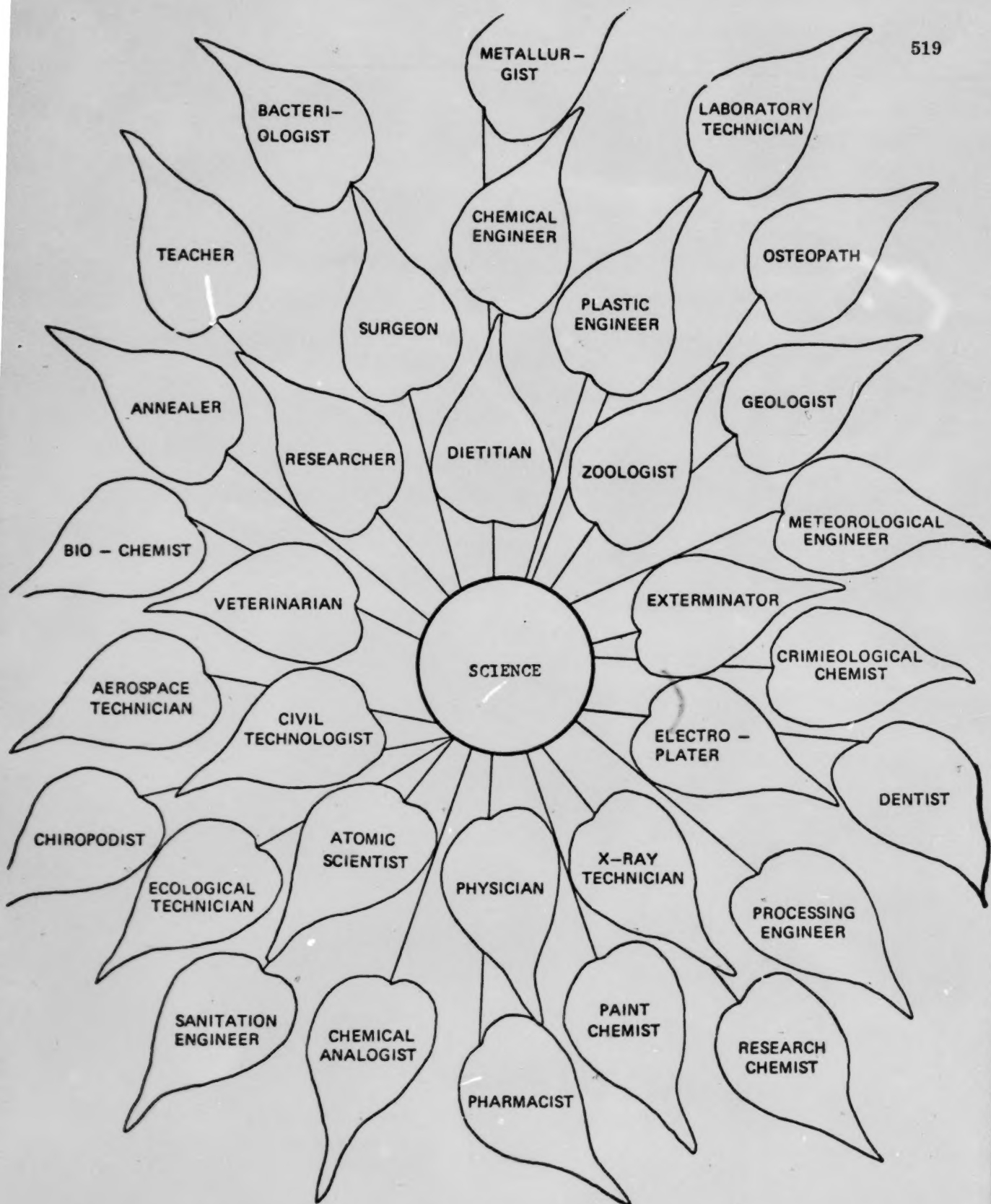
Dept. of the Navy Great Lakes, Illinois 60088 - Education and Training Support
Detachment - Film Library

Eastman Kodak Company Audio Visual Library Distribution - 343 State St.,
Rochester, N. Y. 14650

Energy Research & Development Administration Film Library - P.O. Box 62
Oak Ridge, Tennessee 37830

Forest Service, USDA Lakewood, Colorado - P.O. Box 23127
11177 W. 8th St., Lakewood, Colo.
80225

Huntington Laboratories, Inc., Film Dept. - P.O. Box 710, Huntington, Indiana
46750



CONCEPTS AND IMPORTANCE OF CAREER
EDUCATION AS IT RELATES TO SCIENCE

Robert Coffman
USD #401, Chase

Science
Hutchinson Workshop

INTRODUCTION

Educators and teachers have referred to the many aspects involved in career education if not directly, then indirectly, ever since modern education evolved from the "Little Red Schoolhouse." The object of the "hands on" learning experience was what may be termed the first step toward an overall picture for the student in which not only the rote learning of facts took place, but also the application of those facts to the world of work.

Educators for years have stated innumerable times to students, "Wait until you get a job, and you will then realize the importance of what we are trying to do." One finds that the "job" may not be as important as was once believed. Today, the work chosen must be productive, must afford a feeling of well being, of importance, and most of all must allow free time for the leisure activities all must have to retain sanity!

GOALS AND OBJECTIVES

Career education is oriented toward the awareness of individuals of the various kinds of careers available, their interests, both present and future, their competencies for obtaining various outlets available to them, their innate and attainable skills, and their goals and self-concepts. Aside from preparation for actual occupations, students must develop vocational competence for an unknown occupational sphere of the future. It becomes a necessity to instill skills, ideas, and attitudes that will meet the many demands of future vocations and life experiences.

It then becomes important that the career education aspect of the curriculum incorporate into the system the following main objectives:

1. To decrease the separateness of academic subjects from the vocational aspects of education.
2. To develop more areas of concern which have many more occupational implications.
3. To obtain from the formal science educational structure more awareness of the many available career opportunities through more exploration, more work experience, and more opportunities to develop salable skills.

SUBJECT: BIOLOGY

GRADE LEVEL: 10-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Plants

TIME REQUIRED: 14-15 periods

Activities	Material Resources	Human Resources	Outcomes
Collect, identify, and press 20 leaves	Leaf identification booklets	Lumberyard operator	To identify many common trees and plants.
Collect, identify 10 woody stems.	Chart of tree	Forester	To understand the types of furniture grains.
Experiment on plant tropism in greenhouse.	Greenhouse and greenhouse materials	Greenhouse operator	To identify the different kinds of hormones in plants
Greenhouse management.	Film: Photosynthesis	Hydroponics operator	
Plant, germinate, pot, price, and sell garden and house plants.	Slides of tree shapes	Florist	
	Plant moden		

CAREER OBJECTIVES--The school staff will:

1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
3. Inform and involve the community concerning career activities.
4. Identify and use career resources of the community.
5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: BIOLOGY

GRADE LEVEL: 10-12

CAREER COMPONENTS: ☒ Self

☒ Work

☒ Leisure

☒ Resources

TOPIC: Greenhouse Management **TIME REQUIRED:** 8 periods

Activities	Material Resources	Human Resources	Outcomes
Selection and planting of seeds. Trip to hydroponics greenhouse. Soil sterilization. Repot plants. Study greenhouse expenses. Visit to stores, florists, etc	Seed catalogs Garbage bags Peat pots Flats Hydroponics chemicals Chart of germinating seed Pamphlet on hydroponics	Greenhouse operator Hydroponics operator Florist Store clerk	See following page

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- _____ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- _____ 3. Inform and involve the community concerning career activities.
- _____ 4. Identify and use career resources of the community.
- _____ 5. Assist students in assessing their career interests, abilities, values, and needs.

Outcomes of Greenhouse Management Activity

Process Phase - AWARENESS

Career Components: 1. Self 2. Work 3. Leisure 4. Resources

career
components
1 2 3 4

THE STUDENT SHALL:

- | | |
|---------|--|
| x x x x | 1. Select from catalogs, seeds needed for their area. |
| x x x | 2. Plant and germinate seeds in the appropriate media, i.e., peat cubes, peat moss, potting soil, etc. |
| x x x | 3. Properly mark and isolate germinating plants. |
| x x x x | 4. Keep accurate records of the kinds, varieties, germination rates, and germination percentages. |
| x x x | 5. Determine the cost of materials, seeds, labor to apply to the selling cost of the seedlings. |
| x x x | 6. Maintain proper shade level for sunlight intensity. |
| x x x | 7. Determine correct thermostat setting for optimum temperature. |
| x x x | 8. Maintain correct ventilation during sunlight hours. |
| x x x x | 9. Mix and apply fertilizer necessary for the specific seedlings. |
| x x x | 10. Water and maintain individual specimens. |
| x x x | 11. Maintain their areas within the greenhouse. |
| x x x | 12. Transplant flowering plants to individual containers. |
| x x x x | 13. Assess various marketing outlets for one to suit needs. |
| x x | 14. Market plants and determine profit or loss on project. |
| x x | 15. Pay the cost of the plants grown. |

Procedures for Implementation of Greenhouse Management

With the exception of the greenhouse, the remaining materials for this exercise are easy to obtain from any commercial greenhouse at nominal cost. The greenhouse itself may be constructed at a cost of approximately \$350, or one may be available for the students' use.

The beginning two days require the whole class to plant their seeds (usually garden seeds) in flats and peat pots and place them in garbage bags for germination. Thereafter, the maximum time in the greenhouse per day is 15 to 20 minutes for watering, sorting, etc. The remainder of the class periods during this time are used to continue the study of the plants.

A visit to a commercial greenhouse during this time is advantageous to acquire ideas of organization and to answer questions concerning what students are planning for their areas. Also noticeable is the marking of the plants, the separation of species and varieties illustrating the necessity for book-keeping, and careful notes on the planted seeds and seedlings.

Some students show more interest in house plants to use in their home. During the greenhouse visit, cuttings, grafts, and tip layering can be seen, later to be tried on their own specimens.

When many individuals are working in the greenhouse, space becomes a prime commodity, and cooperation between students is a necessity. The opportunity to water another's seedlings, or to sort and remove dead plants or non-germinated seeds becomes an act of cooperation.

Heat and ventilation requirements of the greenhouse need daily monitoring. The shades must be lowered on very bright, sunny, hot days. A self-imposed schedule by various individuals checking on these details during the day spreads the tasks around.

About the time the germinated seedlings have been removed from cover and placed in the sunlight, the class plans a trip to the hydroponics greenhouse.

This gives many students an idea on winter vegetables at home, and some students attempt the method with a few of their plants. Questions of cost and time arise at this visit, as well as those on the continual care necessary with no days off.

About a week after this visit, the class tours a floral house, noting the cuttings rooting, and in some cases, grafts. Various varieties of flowers being repotted for sale are noticed and prices pointed out.

The next two weeks are spent in maintenance and in individual visits to stores in the community to arrive at some cost per plant. Upon completion of the pricing, the costs of the greenhouse are compiled, including lights, water, gas, fertilizer, seeds, peat pots and trays. No labor costs are included. The income per hundred units lets students then know what their labors are worth. Students are allowed to sell, usually to parents or relatives, the plants they have grown, paying the cost of these plants and keeping the remainder for themselves.

EVALUATION

WHEN: At the end of each unit containing a career section.

MATERIAL: Student notes containing outline of the following:

1. Field trips
2. Films
3. Visiting resource persons
4. Slides
5. Cassette tape recorder and player
6. Cassette tape with taped questions
7. Cassette tape for student answers

PROCEDURE: Allow each student ten minutes to hear the five questions and to tape her or his answers on the cassette. This should be done in a quiet room in which the student is the only occupant.

SAMPLE TEST:

1. After your work in the greenhouse, do you think the amount of work involved is offset by the money that you can make?
2. What did you like most about this activity? What did you like the least?
3. What jobs that you did in this activity do you think take place in a commercial greenhouse?
4. Which projects, if any, do you think it would be important for a person to know about if he or she only wanted a garden or house plants?
5. Which areas in this activity would you choose to pursue further? Do you feel you have learned all you wish to about this activity?
6. Make any more comments about this activity you wish to, then state your name.

MATERIAL LIST

FILMS:

St. Regis Paper Co., St. Paul, Minn.

Kansas Forestry, Fish and Game Commission, Pratt, Kansas.

Modern Motion Pictures, Kansas City, Mo.

Association Sterling Films, Dallas, Texas.

U.S. Atomic Energy Commission, Oak Ridge, Tenn.

GENERAL BIOLOGY AND THE
INSECT COLLECTION

John Morgan
USD #279, Jewell

Science
Concordia Workshop

GENERAL OBJECTIVES

I. Self

Upon completion of this unit, the students will be able to:

1. Recognize the commonalities and differences between themselves and other organisms in the environment.
2. Explore the many occupational possibilities in light of their new self-knowledge.
3. Recognize the importance of organizing time and energy.
4. Understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes, and career planning.
5. Continually appraise short and long-range career goals.

II. Work

Upon completion of this unit, the students will be able to:

1. Develop identification with workers in various occupations.
2. Explore occupational clusters through hands-on, simulation, and observation experience.
3. Recognize that one's environment and individual potential interact to influence career development.

III. Leisure

Upon completion of this unit, the students will be able to:

1. Identify various types of activities as being leisure-time activities.
2. Begin to understand that different kinds of leisure activities require different types of preparation.
3. Continue to recognize more types of leisure-time activities.
4. Identify rewards for leisure activities.
5. Begin to examine hobbies in relation to personal avocations or money-making skills.
6. Become involved in many leisure activities that will develop mental and physical dexterity.
7. Realize that people use leisure in different ways and receive different rewards; and that what some individuals consider to be work, others will consider to be leisure.

IV. Resources

Upon completion of this unit the students will be able to:

1. Realize that it is not a sign of weakness to seek assistance from any source that can be beneficial.
2. Begin to select and use resources appropriate to their situations.

EVALUATION

Evaluation will be done by grading the quality of the insect collection submitted. Factors considered when grading will be correct identification, proper pinning, and quality of the insect specimen. Reports will be assigned with the intent of developing an understanding of the significance of the insects in the world. Characteristics of the orders will be learned, and students will be evaluated with oral examples of the different orders.

SUBJECT: Biology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Insect Collection

TIME REQUIRED: 6 weeks (part time)

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
1. Describe characteristics of the class Insecta.	Film "Bees for Hire"	Entomologists	Students will: 1. be able to describe the significance of insects in our environment. 2. investigate careers related to insects. 3. know the purpose of classifying insects.
2. Learn the correct method of mounting and displaying insects.	Film "The Housefly"	Bee keeper	
3. Recognize the significance of insects in the animal kingdom.	Slides on examples of insects	Seed salesperson	
4. Be able to correctly classify any insect specimen according to order.	Sample insect collections	Veterinarian	
5. Complete an insect collection with examples of at least 12 different orders.	4-H manual on Insect Collecting	Crop sprayer	

CAREER OBJECTIVES--The school staff will:

- ☒ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- ☒ 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- ☒ 3. Inform and involve the community concerning career activities.
- ☒ 4. Identify and use career resources of the community.
- ☒ 5. Assist students in assessing their career interests, abilities, values, and needs.

A COURSE ON THE ENERGY CRISIS

Ann E. Clark
USD #284, Emporia

Science
Topeka Workshop

INTRODUCTION

The Career Education Workshop and the construction of this paper have each served a valuable purpose. The workshop made the writer more aware of the true meaning of career education and offered encouragement to make a conscious effort to incorporate career education into a program of study.

The construction of this paper has both forced this writer to think through the energy course more carefully and given the opportunity to share the course with others. Energy is a topic students can relate to now and will be concerned with their entire lives. But reliable, unbiased information is often difficult to obtain, and few teachers have energy backgrounds. For these reasons, the writer included addresses where films and other materials may be obtained, many free of charge. The writer has included more activities than would ordinarily be carried but because there are times when speakers, films, or materials are not available, and alternate activities must be prepared.

"Energy Crisis" is a one-semester course designed for grades 10-12. Students should have completed one high school math course prior to entering.

The activities have been divided into four categories: personal value, work-related, leisure-related, and content-related. The first three categories are career education activities, as they will have use in some way to the student in his future life. In the fourth category are those activities necessary to the course content and may or may not be career-oriented. The activities will be coded as follows: personal value - p; work-related - w; leisure-related - l; and content-related - c. Some activities are coded by more than one letter, as they may have applications in more than one area.

It is hoped this paper will be as valuable to future readers as it has been to the writer.

ENERGY CRISIS	ACTIVITIES	EVALUATION CRITERIA	BIBLIOGRAPHY
I. CHARACTERISTICS OF ENERGY			
A. Forms of Energy	A. Teacher demonstration of various forms of energy (c) Read: "The Energy Challenge - What Can We Do?" (c)	A. Make a list of the various forms of energy used in the school	Energy Conservation Research, 9 Birch Rd., Melvern, PA 19355
B. Measuring Energy	B. Lab: Measure the heat given off by a candle (c,p) Lab: Find the heats of combustion of oils (c,p)	B. Teacher observes students using metric tools Student should be able to record data and observations in a logical manner by reporting and preparing a lab report	
C. Transfer of Heat	C. Lab: Transfer of Heat (c,p) Lab: Specific Heat (c,p)	C. Student will be able to organize data by constructing a graph	From: <u>Investigating the Earth</u> , 1973 edition, p. 56.
D. Energy Conversion	D. Lab: Construct a voltaic cell (c) Read: pamphlets "Direct Conversion" (c) and "Fuel Cells" (p)	D. Student will apply the laws of thermodynamics by working energy problems.	ERDA Publications Office of Public Affairs Washington, D. C. 20545

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

Read article "How Did We
Get Into This Mess and How
Bad Is It?"

SKEPTIC - special issue
"Energy" cost \$1.25
812 Anacapa St.
Santa Barbara, CA 93101

Speaker: Refrigeration and
heating repair person to
talk on efficiencies of re-
frigeration systems and in-
sulation (c,w,p)

OR

Speaker: Electric Co. rep-
resentative to talk on fuel
cells, heat pumps, etc.
(c,w,p)

Discuss with students the
principles of energy con-
version as they apply to
home appliances in order
to assess their awareness
of home waste

Homework: Keep an energy
diary of home use of energy
(c,p)

Students will analyze their
home diaries for efficiencies
of home use

Students will play the "House-
hold Energy Game."

Students will find the effici-
ency of heating water with a
candle as set up in Lab I, B

Free from: Sea Grant Com-
munication Office, 1800
University Ave., Madison,
WI 53706

UNIT TEST

739 II. ENERGY USE IN THE UNITED STATES

A. Overview of U.S. Energy
Past

A. Film: Energy, the
American Experience (c,p)

After all activities of this
part, students will write

Film available from
ERDA FILM LIBRARY
PO Box 62, Oak Ridge, TN
37830

740

535

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

Examine and interpret charts and data on US and world energy use (c, w, p)

Homework: Students survey parents and grandparents on home conveniences of today, 25 years ago, and 50 years ago (p)

B. Electricity

B. Homework: Electrical Energy in the Home (c, p)

Worksheet: Electric Utility Rates (c, p)

Film: "When the Circuit Breaks" (c, p)

Read parts from book, Nuclear Power and the Environment, Questions and Answers (c, p)

Speaker: KCP&L or KG&E representative to talk on nuclear reactors (c, p)

OR

Speaker: Nuclear engineer to talk on reactors

OR

Speaker: Local power co. representative to talk on utility rating system

summaries of their opinions on how the energy crisis came about. Emphasis will be on use of factual supportive evidence.

B. Students will be able to interpret an electric bill

Students will be able to explain the basic theory behind nuclear reactors, their uses and problems

Sources for charts:
a. "The National Energy Outlook" - Shell Oil
b. Scientific American, September, 1971
c. Energy in Perspective by Jerry Marion

ERDA Film Library

American Nuclear Society
244 East Ogden Ave.
Hinsdale, Illinois 60521
(no cost)

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

Lab: Students can make a simple electric motor
(p, c, l)

Ideas for the motor can be found in many books, or write to: Walt Sterling, Arkansas City Junior High School teacher

UNIT TEST

III. FUELS FOR ENERGY

A. Fossil Fuels

A. Read: parts of "The Story of Petroleum" (c)
"Facts About Oil"
"The Oil Producing Industry in Your State" (c)

Speaker: Geologist to talk on formation and recovery of fossil fuels (c, w)

OR

Speaker: Representative of a drilling firm to talk on problems of drilling for oil (c, w, p)

Films: "The Trans-Alaska Pipeline"

OR

"Offshore"
"Energy vs. Ecology"

Students will discuss the problem of obtaining reliable information on fossil fuels

Shell Oil Company
One Shell Plaza
Houston, TX 77002

American Petroleum Institute,
1271 Ave. of the Americas
New York, NY 10020

Alyeska Pipeline Service Co.
PO Box 4-7
Anchorage, Alaska 99509
Modern Talking Picture Ser.
2323 New Hyde Park Rd.
New Hyde Park, NY 11040

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

OR

"Oil"; :Refinery Processes"

Shell Film Library
1433 Sadlier Cir. W. Dr.
Indianapolis, IN 46231

Read: from SKEPTIC "Big Coal is Big Natural Gas" (c,p)

Students will summarize the availability and future of fossil fuels in the US. They will also discuss the costs and availability of oil imports

Graphing Exercise: Students will make a graph of oil, coal, and natural gas consumption versus time for the US (c,w,p)

Students will use their graphs to predict future energy needs of the US

Speaker: Math teacher to talk on the use of statistics in predicting future events and the reliability of data (c,w,p)

B. Alternate Forms of Energy

B. Divide students into small groups to do library research on the various alternate forms of energy (c,p)

Student groups will lead panel discussions on alternate forms of energy, with emphasis on the uses and practicality of the various forms. Also, each student will be able to discuss at least three forms other than the one he/she researched

Library materials: Energy and the Environment, by John Fowler; Energy-Environment Source Book, by NSTA, cost \$4.00; write to 1742 Connecticut Ave., Washington, D.C. 20009

ERDA Pamphlets

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

Film: "Here Comes the Sun," or "Putting the Sun to Work" (c,p)

Lab: Construct kit "From Sun to Sound" or "Energy from the Sun" (c,p)

Lab: Construct a small solar heater or small wind generator (c,w,p,l)

Field trip: visit a home with a solar heater and invite a local contractor to discuss the system (c,w,p,l)

Students will measure the efficiencies of their machines

UNIT 5T

ERDA Film Library

Free from Bell Telephone Co.; write to Dotty Hardesty, Supervisor-Educational Services, 220 East Sixth, Rm 505 Topeka, KS 66603

Find directions in Popular Science; contact industrial arts teacher for materials and help

Write for Buying Solar from the Kansas Energy Office, 503 Kansas, Topeka, KS 66603

IV. US ENERGY POLICY

A. The Government's Role

A. Read background materials on energy policy (c)

Students will describe how energy policies are decided at this time, and will write out their own energy policy for the US

Background materials:
1. "The Appropriate Role for Government in Energy," by Schmidt, from Mobil Oil Corp., Room 647, 150 East 42 St., New York NY 10017

ENERGY CRISIS

ACTIVITIES

EVALUATION CRITERIA

BIBLIOGRAPHY

2. Newspaper and magazine articles from library
3. Articles from SKEPTIC concerning policy
4. "Interior's Role in Energy and Resources," free from US Dept. of Interior, Office of the Sect., Washington, D.C. 20240
5. League of Women Voters' fact sheets on energy

Students will pretend to be the governor of a state hard-hit by a natural gas shortage and will write out the emergency measures they would recommend

Film: "Choice Stakes"

B. The Role of the Citizen

Role-playing game

Students will be evaluated on participation, with emphasis on role integrity, use of facts and group discussions.

Film free from Modern Talking Picture Service

"The Energy-Environment Game," Edison Electric Institute, 90 Park Ave., NY 10016

SPECIAL AND

ELEMENTARY EDUCATION

SPECIAL AND ELEMENTARY EDUCATION

INTRODUCTION

Maxine Cochran of Shawnee Mission uses the five topics: the community as a resource for job selection, how to interview for a job, personal work habits, job qualifications, and payroll deductions in infusing careers in special education teaching. Geography in grades three, four and five and career education are concerns of Olive Juanita Anderson of Howard. Of interest to elementary teachers are the activities in language arts and social studies in the first grade taught by Cindy L. Stewart of Greensburg. "My Family Job Tree" and "My Family Recreation Tree" are included. "The Child and the Family" are the concerns of Elizabeth Yount of Atwood, elementary teacher.

SPECIAL EDUCATION

Maxine Cochran
USD #512, Shawnee Mission

Special and Elementary Education
Topeka Workshop

SUBJECT: Special Education Week CAREER COMPONENT: Work

TOPIC: The Community as a Resource for Job Selection

OBJECTIVE: Student will explore job clusters and identify occupations in the community

- ACTIVITIES:
1. Administer the Vocational Interest and Sophistication Assessment instrument to students.
 2. Group discussion concerning job opportunities, where to look for a job, and things to consider when looking for a job.
Finding a job: (a) newspaper ads (b) state employment office (c) vocational counselor (d) teacher.
Things to consider: (a) transportation (b) duties (c) working conditions (d) salary (e) fringe benefits (f) hours.
 3. Visit business where part-time work or full-time work is available.

EVALUATIVE CRITERIA:

1. Instrument is an evaluative tool.
2. Student will use the newspaper want-ad section to locate available jobs.
3. Use the telephone for calling about important information about the job.

4. Acceptable social behavior on visits to businesses.

SUBJECT: Special Education CAREER COMPONENT: Work

TOPIC: How to Interview for a Job

OBJECTIVE: The student will learn skills needed for a job interview

- ACTIVITIES:
1. Show film strip "The Job Interview." Look for rules to follow in the interview. Ask student to list the important rules on paper.
 2. Use attached cartoons to emphasize "good" and "bad" interview techniques.
 3. Simulate an interview with two students -- one as an employer and the other as prospective applicant.

EVALUATIVE CRITERIA:

1. Select an employer to conduct an interview with the student and fill out an evaluation on the student's performance.
2. Evaluate communication skills used by student.
3. Allow other students to watch "right skills" and "wrong skills."

SUBJECT: Special Education CAREER COMPONENTS: Work

TOPIC: Personal Work Habits

OBJECTIVE: The student will identify work habits that help a worker maintain employment

- ACTIVITIES:
1. Students could go into small groups to discuss the do's and don't's on the job.
 2. Develop a list of do's and don't's for job success.
 3. Rate classmates on grooming, attendance, social skills, task completion.

EVALUATIVE CRITERIA:

1. List work habits that contribute to job success.
2. Evaluate self on grooming and health habits.

SUBJECT: Special Education CAREER COMPONENT: Work

TOPIC: Job Qualifications

OBJECTIVE: The student will assess his own qualifications for selected jobs in relation to abilities of others

- ACTIVITIES:
1. Invite former students in the work program to visit about their jobs with present students.
 2. Discuss: (a) assembly line (b) housekeeping department (c) getting along with fellow workers (d) mail delivery
 3. Visit businesses and observe former special education students on the job: Moore Plastic, Coca-cola, Fairway Beauty Shop, Shawnee Mission Hospital, Libby Manufacturing.

FVALUATIVE CRITERIA:

1. Students rate themselves on a scale designed around information given by former students.
2. Students will write a paragraph telling which job they feel capable of performing. Tell why.

SUBJECT: Special Education CAREER COMPONENT: Work

TOPIC: Payroll Deductions

OBJECTIVE: The student will be able to read and interpret his check stub and record information for his file

- ACTIVITIES:
1. Define the following terms: (a) gross pay (b) federal income tax (c) FICA (d) insurance (e) union dues (f) net pay.

2. Fill out the salary form for personal file and school file. Understand (g) year-to-date (h) state tax withheld (i) total hours worked (j) total deductions.

EVALUATIVE CRITERIA:

1. Keep a monthly salary record as part of student's work experience program.
2. Total gross pay for a month's time.
3. Total net pay for a month's time.

ACTIVITIES FOR CAREER EDUCATION
FOR SPECIAL EDUCATION

Olive Juanita Anderson
USD #282, Howard

Special and Elementary Education
Chanute Workshop

GOALS

- I. To develop in each individual a feeling of pride in individual achievements and to foster a feeling of self-worth.
- II. To help the students learn how to get along with others and to respect the rights of others.
- III. To develop an awareness of civic rights and responsibilities and promote good citizenship.
- IV. To gain a good general education and develop skills in reading, writing, speaking, and listening.
- V. To help each child explore the world of work and leisure and to build good attitudes toward both.

GEOGRAPHY

Skills, Concepts, Facts, and Generalizations

MAJOR AREA: Independence of People

- Third Grade:
1. Understand people's need for each other.
 2. Develop idea of trade within the community.
 3. Learn respect for others whose way of life is different.

- Fourth Grade:
1. Understand people's need for each other.
 2. Develop concept of trade between nations of the world.
 3. Learn respect for others whose way of life is different.

- Fifth Grade:
1. Understand people's need for each other.
 2. Learn respect for others whose way of life is different.
 3. Realize that one is both a producer and a consumer.
 4. Understand that each person should be responsible for others.

MAJOR AREA: Self-Awareness

- Third Grade:
1. Develop an awareness of self worth.
 2. Set some personal goals.
 3. Learn to work and play with others.
 4. Develop positive attitudes toward work.

- Fourth Grade:
1. Develop an awareness of self worth.
 2. Be able to assess one's abilities and limitations.
 3. Develop a wide range of interests.
 4. Learn to work and play with others.
 5. Develop problem-solving skills related to life.

- Fifth Grade:
1. Develop an awareness of self worth.
 2. Recognize the need for self appraisal.
 3. Develop a wide range of interests.
 4. Recognize that one is responsible for one's own behavior.
 5. Develop problem-solving skills related to life.

MAJOR AREA: Occupations and Leisure

- Third Grade: 1. Learn of occupations within community and state.
2. Develop effective work habits in classroom.
3. Gain some knowledge of family finance.
4. Develop interest in arts and crafts.

- Fourth Grade: 1. Increase awareness of existing occupations.
2. Seek more information about those of special interest.
3. Gain some knowledge of family finance.
4. Develop hobbies.

- Fifth Grade: 1. Expand knowledge concerning advantages and disadvantages of many occupations.
2. Gain some knowledge of family finance.
3. Understand how leisure and occupations are related.
4. Develop appreciation for the contribution of all who helped to make our country great.

MAJOR AREA: Conservation

- Third Grade: 1. Practice health and safety in the home and school.
2. Become aware of the need to save all resources.
3. Develop the desire to save wildlife.

- Fourth Grade: 1. Have desire to save human life and protect health.
2. Understand the need of conserving human resources by preparing for satisfying work.
3. Understand the need for conserving energy and natural resources.
4. Develop the desire to save wildlife.

- Fifth Grade: 1. Save life by studying first aid.
2. Understand the need of conserving human resources by preparing for satisfying work.
3. Develop the desire to save wildlife.
4. Understand the need of saving resources for future generations.

5. Develop good health and safety habits necessary to success of the worker.

MAJOR AREA: Communications and Transportation

Third Grade: 1. Learn more about out country and other people.

Fourth Grade: 1. Learn importance of use of communication and transportation for development of any country.

2. Realize the need of transportation and communication to broaden human ideas and increase knowledge.
3. Understand better other people of the world through the use of communication and transportation.
4. Make possible many more leisure activities.

Fifth Grade: 1. Understand how modern communication and transportation changes way of life.

2. Realize the need of transportation and communication to broaden human ideas and increase knowledge.
3. Understand better other people of the world through the use of communication and transportation.
4. Become aware of the greater need of understanding others.

MAJOR AREA: Environmental Effect

Third Grade: 1. Understand how climate affects life in our community.

Fourth Grade: 1. Understand effect of physical environment on way people of the world live.

2. Develop concept that occupations are result of way natural resources are used.

Fifth Grade: 1. Understand that people's livelihoods are dependent on the way they use natural resources.

2. Understand that leisure activities are often the result of environment.

MAJOR AREA: Map Skills

MAJOR AREA: Map Skills (continued)

- Third Grade: 1. Use pictures and simple maps to tell stories and develop ideas.
2. Recognize oceans and continents.
3. Locate places on map that are read about.

- Fourth Grade: 1. Interpret and read map symbols, graphs, and charts.
2. Identify oceans, continents, and many countries.
3. Do simple measurements.
4. Learn to tell directions on maps.

- Fifth Grade: 1. Interpret and read map symbols, graphs, and charts.
2. Locate places using latitude and longitude.
3. Identify oceans, continents, and many countries.
4. Do simple measurements.
5. Learn to tell directions on maps.
6. Understand time zones.
7. Use and compare many kinds of maps, such as physical and relief maps.

ACTIVITIES FOR CAREER EDUCATION

MAJOR AREA: Interdependence of people

1. Prepare breakfast or luncheon in classroom.
2. List foods and find out where they were produced.
3. On map of the world paste labels or pictures of products on the country where they were produced.
4. Make a class frieze showing many of the people on whom the class depend. Examples: farmers, police, parents, doctors, truck drivers, construction workers, etc.
5. Visit a grocery store. Find out where some of the foods came from. List as many workers as the class can that were involved in getting the products to the consumer.
6. Have two children demonstrate trade. Develop sales techniques. Sales persons must create desire of other persons to purchase what they wish to sell.

MAJOR AREA: Self-Awareness

1. Have students write stories about themselves in which they tell of their interests and abilities.
2. Role-play acceptable and non-acceptable behavior.
3. Give each child an opportunity to do the bulletin board about a special interest.
4. Encourage each child to work on some hobby and perhaps form a hobby club where each child could be important.

MAJOR AREA: Occupations and Leisure

1. List all the occupations that the class knows about in the community. Add to this list all the occupations studied about during the year. Newspapers, books, and television are also sources from which other occupations can be found.
2. Have each child interview a person with an interesting occupation. Then prepare a report to present to the class.
3. Take a field trip. Visit the bank, newspaper office, court house, bakery, TV station, etc.
4. Help each child to learn the value of wise use of leisure time. Create a desire for worthy leisure. Encourage participation in sports, music, drama, hobbies, etc.

MAJOR AREA: Conservation**A. Human Resources**

1. Make menus that provide proper nutrition.
2. Interview school cook and school nurse.
3. Have class discussion on health and safety benefits.
4. Invite resource people to discuss training for careers.

B. Natural Resources

1. See film, "Smokey the Bear."
2. Role-play a forest ranger.
3. Take a field trip with representative from the Soil Conservation Service.

4. Plant a tree.
5. Collect waste paper for recycling.
6. Encourage children to plan with their families ways to save energy.

MAJOR AREA: Communication and Transportation

1. Visit the Bell Telephone Company, the radio or TV station, and the airport.
2. Write school news for the paper.
3. Role-play a traveler. See how many people assist the traveler. List their occupations.
4. Make reports on the importance of communication and transportation in the development of a country.

MAJOR AREA: Environmental Effect

1. Observe how earth-sun relationships affect occupations, leisure, and the way of life of people.
2. Visit the Weather Bureau at Wichita.
3. Discuss the attempt of Saudi Arabians to tow iceberg to their country to irrigate crops.

MAJOR AREA: Map Skills

1. Make a map of the classroom, building, community, or school ground and design a symbol system to demonstrate understanding of map concepts and important locations.
2. On a large map of the world, locate and label all the places studied this year.
3. Using the scales of miles, measure the distances between two places.

CAREER EDUCATION ACTIVITIES
FOR ELEMENTARY GRADES

Cindy L. Stewart
USD #457, Greensburg

Special and Elementary Education
Dodge City Workshop

Introduction: General Objectives

The process phase the writer has chosen is Awareness with the intention to involve the community, parents, and other students in this program. The majority of the activities will involve a language experience approach to help the children think not only about their feelings, but also about the feelings of others. The writer plans to use different types of resources such as books, multimedia kits, records and filmstrips, piano, and various art activities.

The writer attended the workshop with a team from Greensburg; however, there were only two grade teachers who attended the class. This group plans to implement career education from the grade school to the high school.

Activity: Language Arts - Self-Awareness

Grade 1

Objectives: 1. To allow children the opportunity to turn negative attitudes toward other children into positive attitudes.

2. To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth.

Procedure:

Following are six brief, open-ended stories which pose situations which children have faced. Each story has several discussion questions following it.

Here are some suggestions for General Procedures.

1. Discuss in a general way the theme of the story to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion.
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually see the situation.
6. Encourage pupils to volunteer.
7. Let the "actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class enact the situation.
9. Consider having some children exchange or reverse their roles. This should be effective in showing how it feels to be in the other person's shoes.
10. Follow-up activity: Involve the rest of the class in the closing discussion.

Learning Activity I

"Today, I couldn't find my new pencil," Mary told her mother when she came home from school. "I bet Scott took it from my desk when I was with the group." "Have you told your teacher, Mary?" asked Mother. "Yes, but she

just says, "I can't do anything about it, Mary. You have to take care of your own things." The next day in school, Mary was working with some other children on a project at the bulletin board when she saw Scott put his hand in her desk. "Get out of my desk, Scott. I saw you. You have your hand in there!" She was yelling, and everyone in the room looked at both of them. "What did you take this time?" "Nothing," replied Scott. "Now, let's see," said the teacher. "I didn't take anything. Honest, I didn't," insisted Scott.

Discussion Questions:

1. What should Mary do?
2. What should Scott do?
3. Why do some people take things which don't belong to them?
4. What might happen to Scott?

Learning Activity II

There were two sisters, Alice and Nancy. Alice was eight years old. Nancy was four. One hot, summer day, Alice decided to sell lemonade in front of her house. With her mother's help, she put up a little table, made the lemonade, and set up the cups. Then Nancy came in from the backyard, where she had been playing with her friend, Lois. "What are you going to do?" asked Nancy. "Sell lemonade," answered Alice. "Can I help?" asked Nancy. "No! No! Mommy, I don't want Nancy helping me. She's too young and besides, she always does something wrong." Nancy started to cry, "I won't hurt anything."

Discussion Questions:

1. Should younger brothers or sisters be allowed to help you?
2. How do you think Alice would feel if someone older spoke about her the way she did about Nancy?

Learning Activity III

Janice lived in the corner house with her mother, father, and seven brothers and sisters. They did not have much money and had to wear old, worn-out clothes. Being the youngest in the family, Janice often played by herself as her brothers and sisters were too busy for her. Not many of the boys and girls on the block played with Janice or her brothers and sisters. One day Janice saw a group of boys and girls playing down the street. She walked over to them. "Hello," she said. "Can I play with you?" One of the bigger girls stood up. "My mommy said I can't play with you because you always look dirty and wear old clothes." The others started to laugh. Janice didn't know what to do.

Discussion Questions:

1. What should Janice do?
2. Was the big girl thinking about how she might feel if she were in Janice's place?
3. What should the other children have done?

Learning Activity IV

Billy was playing with his toy cars in the bedroom he shared with his younger brother, Mark. He had all his toy cars set up in the middle of the floor.

There were small toy houses, gas stations and stores to make it look as if Billy's toy cars were driving in a city. Billy stood up and looked at what he had built. Then he went to ask his mother to come in and look at it. While he was out of the bedroom, Mark walked in and saw the toy city. He kicked all the toys and scattered them about the room. When Mark heard Billy returning with his mother, he hid behind the bed. "What happened?" Billy cried when he and his mother entered the room.

Discussion Questions:

1. What must Billy feel inside himself right now?
2. Do we hurt others' feelings when we damage their things?
3. What should Mark do?
4. What should his mother say?

Learning Activity V

Nancy walked into the house, crying. "What's the matter, Nancy?" asked Mother. "Terry and Lisa keep running away from me. They won't let me play with them," sobbed Nancy. Nancy's mother went to the door. "Terry," she called, "Come here. You too, Lisa." Mother asked them why Nancy couldn't play with them. "She's such a baby, Mommy," said Terry. "She's your sister, Terry," snapped Mother angrily. "I know, Mommy, but she bugs me and Lisa." "She's your baby sister and she wants to be with you." "But . . ." "That's enough, Terry," interrupted Mother.

Discussion Questions:

1. Are Terry and Lisa right in wanting to play by themselves?
2. What can Mother do for Nancy?
3. What do you suppose Terry is thinking now?
4. How would you solve this problem?

Learning Activity VI

Tommy was learning how to swim. At least that's what his parents hoped when they sent him to school every morning during the summer. Tommy hated to go, but he was ashamed to tell his mom and dad. The fact was that Tommy was afraid of the water. And the other children in the class didn't help. "Come on! Jump in, Tommy. It's not deep. It's not over my head," yelled Greg, who was in the water already. "Go ahead; jump," said Mr. Sweeney, the swimming teacher. "He's chicken!" shouted Mary. "He's chicken." Tommy just stood at the edge of the pool, looking down at the clear water. He wanted to run and hide. He wanted to cry. "He's chicken!" shouted some of the other children. "What am I going to do?" thought Tommy.

Discussion Questions:

1. What do you think you would do if you were Tommy?
2. Can we all learn to do things the way others can?
3. Why might Tommy be afraid of the water?
4. Why might Tommy be ashamed to tell his parents?

Activity: Social Studies and Language Arts

Grade 1

World of Work - "My Family Job Tree"

General Objective: To develop positive attitudes toward the fact that people live and work in groups, such as the family, to meet their needs. Each member of the group fills a work-role.

Specific Behavioral Objective: All of the students will demonstrate the knowledge of the jobs of each member of their family by completing 100% of the Family Job Tree.

Suggested Activities:

1. Have a general discussion of members of the immediate family; mother, father, brothers and sisters. Discuss how each member of the family helps the other members.
2. Have the pupils make pictures of their families at home. Discussion such as: What do you notice that is the same about some of our families? What is different? Does each family have the same number of people? The same number of boys and girls?
3. Discuss the fact that each member of the family has a responsibility or job to perform. Each job is important to the function of the family. Stress the importance of cooperation at home.
4. Have a group of pupils dramatize a situation in which family members work together.
5. As an English lesson, have the students write short stories about their families and their jobs.
6. Have students put their names on their Family Job Tree and these can become an interesting bulletin board.

Resource Material:

Greensburg Library: Singer - SVE Ed.

Learning to Live with Others

Records and Filmstrips

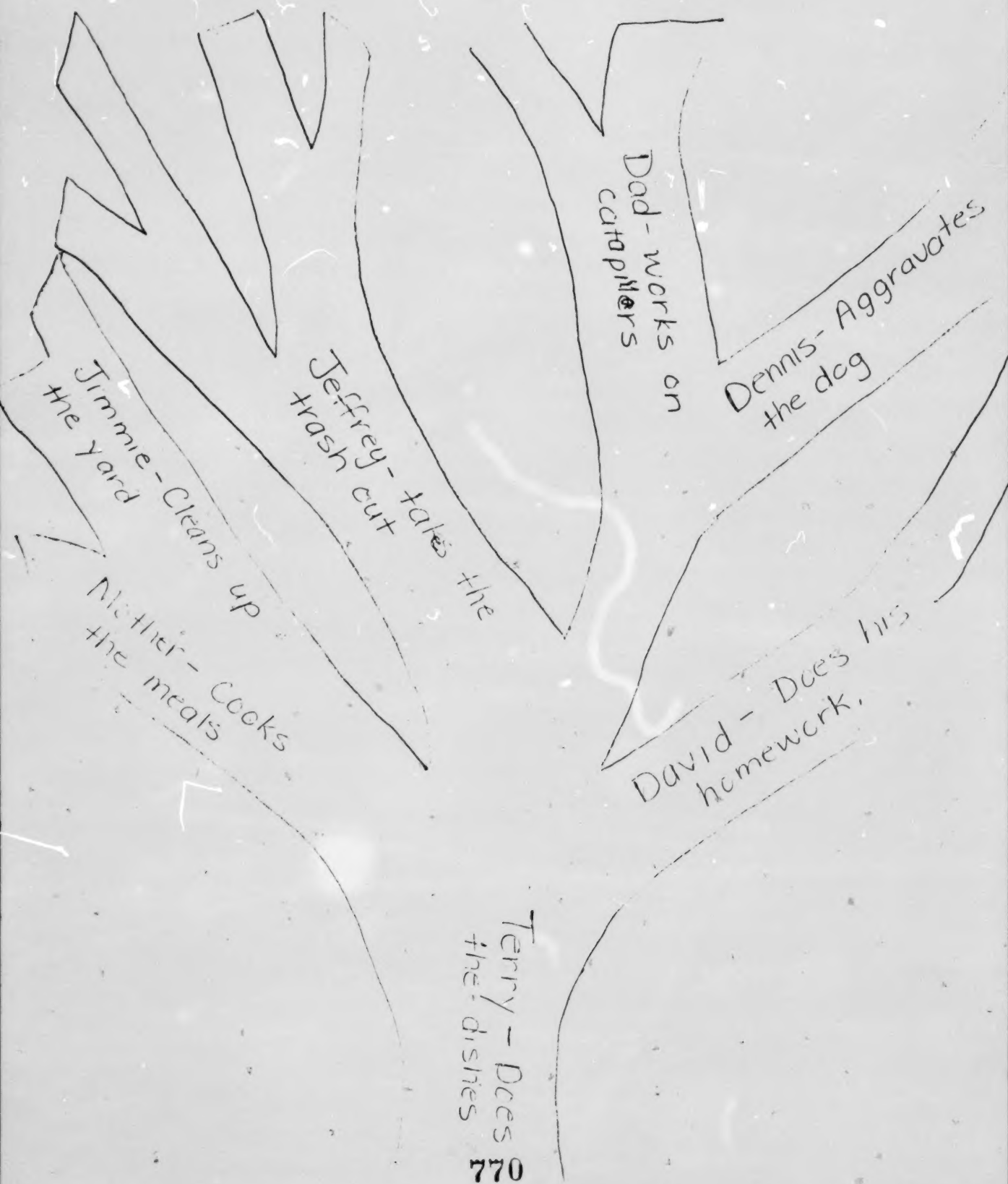
1. Learning to be your best self.
2. Learning about listening.
3. Learning what giving is all about.
4. Learning to be responsible.

Home, Schools and Communities; a Multimedia Readiness Program -

(Could be used K-3) A kit which looks great.

My Family Job Tree

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Activity: Social Science (Helper)

Grade 1

Reading - Language - Resources

- Objectives:
1. To give children opportunity to guess occupations when information is given in riddle form.
 2. To allow children a fun-time activity while learning some basic facts of occupations.

Learning Activity:

1. The teacher can read riddles to whole class as a class activity.
2. The teacher can project individual riddles on overhead and have the class read them silently or aloud.
3. The teacher can use riddles in small group activity or as individual activity.

Worker Riddles:

1. My job is to help people keep their homes clean and neat. I wash and iron and vacuum and dust. Sometimes I cook and take care of children. Who am I? (housekeeper or domestic)
2. I make ladies beautiful by using hair pins, curlers, and permanent waves. Who am I (hair stylist)
3. I build sturdy houses and walls. I use special kind of heavy blocks with cement in between. Who am I? (bricklayer)
4. I have to get up early in the morning. I bring news to many homes. Sometimes I use a bicycle to deliver my goods. Who am I? (newspaper carrier)
5. I am sort of a doctor for automobiles. I know how all the parts of an automobile fit together and how they should work. Who am I? (mechanic)
6. I take orders and carry trays and serve all sorts of delicious foods. Who am I? (waitress/waiter)
7. I love to work outdoors. I plant, sow, rake and hoe. I raise fine animals. I have big machines that help me do my work. Who am I? (farmer)

8. I help people enjoy our national parks. I teach them how to play safely in the woods. Sometimes I take care of animals. Sometimes I become a firefighter or police officer. Who am I? (forest ranger)
9. I make flowers into beautiful presents for churches and homes and hospitals, for birthdays, anniversaries, funerals, and weddings. Who am I? (florist)
10. I wear a uniform and cap. I use a bat and glove. I try to hit home runs. Who am I? (baseball player)
11. I sit at a desk. I take dictation; I answer the telephone and type letters. Who am I? (secretary)
12. I fill the tank and check the oil, put water in radiators so they won't boil. I wipe the windows, give fluid for brakes, and when I'm finished--I take your money. Who am I? (gas station attendant)

Suggested Activity:

Take the children on a walk downtown. Stand in front of a particular business to say each riddle. You may want to go in and visit several business places with which you have made previous arrangements.

Resources:

Children Press Book series

I Want to Be a Baker etc., etc.

Activity: Art, Language Experience - Recreation

Grade 1

- Objectives:
1. To give children the opportunity to recognize the different types of recreation in which family members participate.
 2. To know that different families have the same and different kinds of recreation.

Suggested Activities:

1. Have the children make their own family recreation trees

on a piece of oaktag. Each child will make leaves, and the teacher will help write different kinds of recreation on each tree.

2. The entire class will help to make a bulletin board using the same recreation tree; however, each child will share one recreation activity that his or her family enjoys. To do the bulletin board, form an assembly line. Some children will cut the tree branch, some will draw leaves, some will cut leaves and others will write on the leaves and help the teacher put them on the bulletin board.

3. Music activity --Traditional Mulberry Bush Tune

This is the way we build a house,
 This is the way we build a house,
 This is the way we build a house,
 This is the way we build a house so early in the morning.
 (Do actions of builder, carpenter, painter)

This is the way we put out fires
 Put out fires, put out fires
 This is the way we put out fires so early in the morning.
 (Do actions of a fire fighter.)

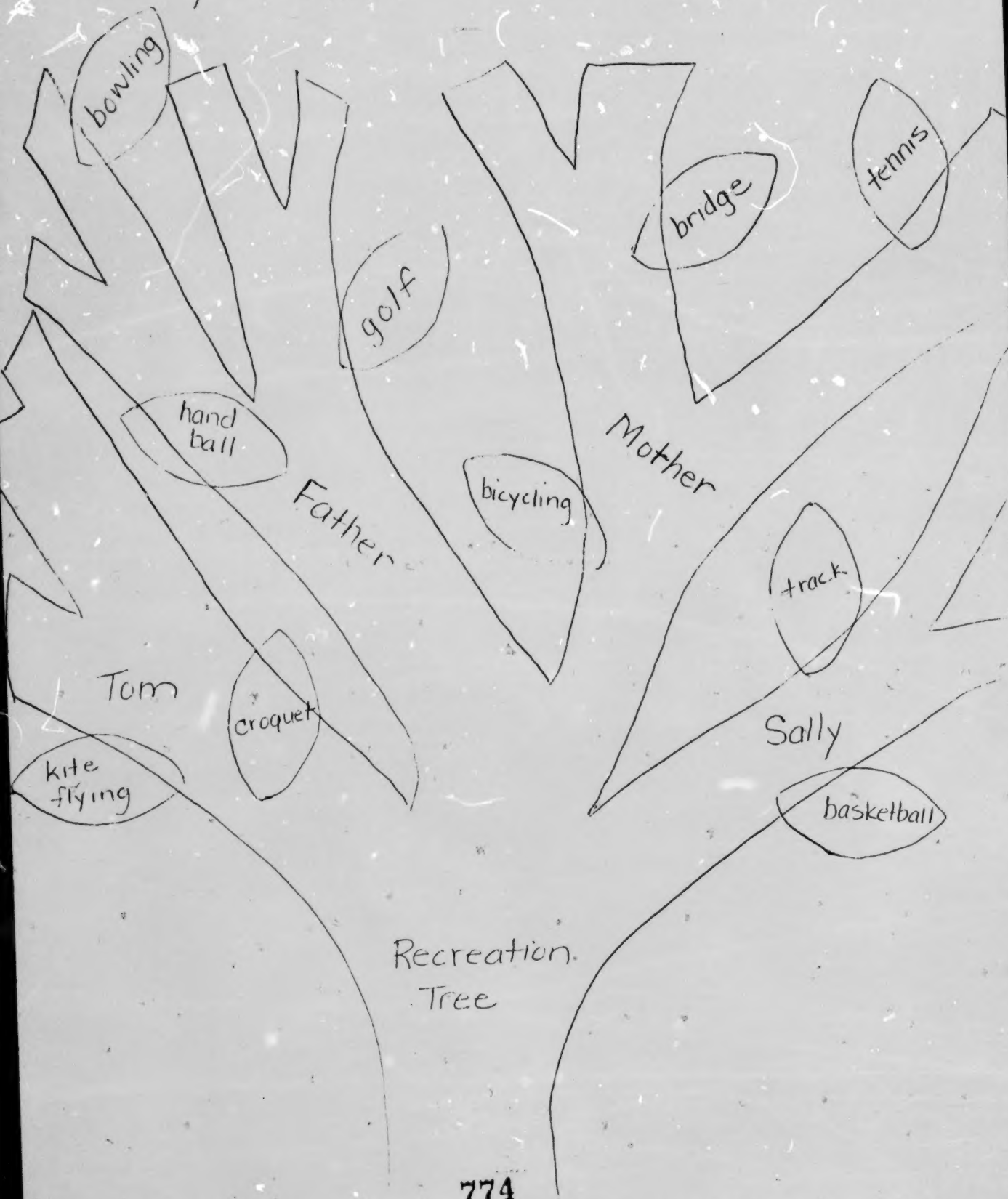
Let children make up verses and action.

Evaluation:

It is very important to evaluate the process on each of these activities, not just the end product. Use a checklist to evaluate each child on class discussion and participation in each activity. Evaluation will be made of the (1) needs for the program, (2) resources for conducting the program, (3) program activities, and (4) program objectives.

Family Recreation Tree

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THE CHILD AND THE FAMILY

Elizabeth Yount
USD #318, Atwood

Special and Elementary Education
Colby Workshop

INTRODUCTION

To start the school year with the writer's kindergarten classes, orientation begins with the most familiar. Their home and family make up the largest portion of the children's world, and therefore the home and family unit makes the foundation on which all following units are based in social studies.

As the unit develops, children will begin to think of themselves as a part of their families and their roles within the family as well as the roles of other family members. When compared to the family of others, a child will be able to see that some families are large or small, but that each has its own responsibilities within the home. Fathers and mothers may work at different jobs.

Each child should become aware that everyone has a contribution to make and that everyone is important to the family.

BASIC GOALS AND OBJECTIVES

1. To assist the child in understanding his or her role in the family.
2. To help the child to become aware of the contributions made by each member.
3. To show that family groups make up communities.
4. To make students aware of the kinds of homes in all areas.
5. To help the child use experiences for making comparisons and conclusions, and for discovering facts.

Self Process Phase

To the kindergarten child, self is very important so it is necessary to help develop that self into a responsible and dependable individual.. Helping children to feel that they are special persons within their families, with jobs to do, being able to accept certain standards of behavior in the families and also giving as well as taking will help the families grow together. The children must recognize their place in the family and the roles of the other family members.

Work Phase

During this period of awareness for the kindergarten child, the work phase should identify to the child the jobs that fathers and mothers do along with the other family members. The child should develop an awareness of self in relation to the job to be done. The task at this age will be minimal, but the child should feel the sense of a task completed and a job well done. Through observation the child will learn that work can be accomplished easily with a

good attitude, getting along with others and being responsible.

Leisure Phase

In this phase the child will learn that when all work has been completed for a time, leisure activities can take place and that leisure activities depend on the interest of the family and the types of preparation needed for an activity. Also the child will learn that there are many activities that will depend upon the family's mental and physical condition and the choice of the activity will be determined by these characteristics.

Resource Phase

1. SVE Educational Filmstrips with cassettes - World of Work adventures of "The Lollipop Dragon."
2. Duso Kit - Use of pictures, puppets, tapes and films.
3. Pictures.
4. Records "Sleepy Family," "Farmer in the Dell," etc.
5. Filmstrips: Robert and His Family - Story of a Black Boy and His Family. Manners at Home (school, playground, etc.)
6. Social studies - Houghton, Mifflin - Getting a Head Start.
7. "Help" Series. Read to them books or have books for the library corner: "What Does Father Do?" "What Does Mother Do?" "Tommy's Home on Wheels."
8. Use of the flannel board. "The Three Bears," "The Three Little Pigs," "The Gingerbread Boy."
9. Puzzles - showing jobs for father, mother and child.

10. Doll House - filled with furniture and a family of "little people."
11. Songs - "How Many People Live at Your House?" "Two Little Hands,"
"Helping Mother," "I'd Like To Be a Farmer," "Mulberry Bush."
12. Poems and rhymes

ACTIVITIES FOR EACH PHASE

1. Discuss what fathers and mothers do.
2. Draw pictures of some of the tasks they do in their work.
3. Set up a playhouse corner for role-playing.
4. Make a scrapbook of the home, family, and self.
5. Select parents' work and have students select several parents
for resource speakers.
6. Make a bulletin board showing families and what everyone in the
home does to make it work together.
7. Learn home addresses and telephone numbers.
8. Have the children dramatize what happens if each one does not do
his/her job.
9. Have the children list or draw jobs which they do within the home.
10. Do simple cooking in the school.
11. Complete housekeeping duties in the room to show that everyone
must participate at school as well as at home to help make things run smoothly.
12. Make murals of family activities, leisure, and work.
13. View filmstrips and records about families.

14. Listen to stories and poems.
15. Take field trips to one of the parents' jobs--a dairy, fire department, newspaper, etc.
16. Provide mimeograph sheets to students using likenesses and differences (e.g., showing sups, saucers, pitchers in rows).
17. Teach mathematics in a realistic manner - counting family members, etc.
18. Build homes from blocks.
19. Make maps of the neighborhood and show where the child lives.
20. Provide practice in setting the table and other home chores within a child's capabilities.
21. Plan an activity wheel to help with household duties in the classroom.
22. Play games that enhance teaching of career education.
23. Teach good manners, safety and health.

EVALUATION

It is hoped that through this unit the child will have a better understanding of self and of roles within the family. It will be learned that all families need homes, clothing, food, and of course, work to exist. Interest in the people around the student will be sharpened by field trips, stories, films, and play.

Much of the work during this unit will be ungraded, but the learner should grow in behavior, sharing, learning to get along, and knowing his/her job within the school as well as at home. This will tend to help the child become a responsible member of the community and family.

SOCIAL SCIENCE

SOCIAL SCIENCE

INTRODUCTION

Bruce L. Arnold teaches career education as an eighth-grade social science course at Ellinwood. He uses a wide variety of material and human resources. A ninth-grade mini-course in sociology, taught by Mary E. Cash of Pittsburg, uses a scope and sequence chart telling specific areas and career education activities. The focus is on history and career education in Janice Hare's junior high social studies class at Goodland. Special emphasis is on the Civil War. Decision-making, Kansas history, world history, and sociology are the topics of Patricia Hanson of Concordia, in infusing career education into the curriculum.

CAREER EDUCATION AS AN EIGHTH-
GRADE SOCIAL SCIENCE COURSE

Bruce L. Arnold
USD #335, Ellinwood

Social Science
Hutchinson Workshop

INTRODUCTION

Career education has been part of the curriculum at Ellinwood High School for about five or six years. The course is offered at the eighth-grade level, and all students are required to take it. The course is twelve weeks in length, and the class size is about fifteen students each session. The school has been open to a type of career education for several years, with a very good counseling department, one of the best vocational education departments, and a well supplied school-community library. The library is unique because the students are allowed to use the facility in the evenings, weekends, summer, and most important, after they graduate.

In the career education class in the past Education Achievements Corporation's Motivation for Career Success has been used. This is a good program, but it should be supplemented with something more. The writer's main reason

for taking this workshop is to find methods to better the class. Through ideas and material received in this workshop, the writer will add to the class material described in this paper.

Later in the paper are listed the added goals to be implemented into the class and activities to show how they will be used. The basic goals of the class up to this point were as follows:

1. Success in education and a career require the commitment to grow as a total person, and each student will attempt to realize this point.
2. Students are encouraged to acquire positive attitudes toward learning through listening, concentration, remembering, and interaction with others.
3. Students are encouraged to develop lifestyles that will help them attain success in their chosen careers.
4. The instructor will attempt to develop in the student certain leadership attitudes and techniques that are important to successful career development, such as emotional maturity, sound judgment, leadership skills, and the willingness to place himself or herself in a leadership position.
5. Students should develop the idea that education both in and out of the classroom will affect the quality of the students' lifestyles and careers.

The main goals added to the class deal with helping the students become aware of the complex situation they are placing themselves in when they begin to ask themselves, "What is my career going to be?" In answering the question, each student should be able to see the future as the person he or she is striving to be. The new goals implemented in the class will force the students to ask

questions concerning what they really want and why. Each student should begin to see the world before him in a different light by the time the class ends.

It is the job of the career education teacher not only to show possibilities and direction to the students but also to convey that money isn't the only important thing. Far too often today, people are looking at money and step into a career blindly, only to realize their mistake too late. Through the use of the activities and the enactment of the goals set down, the aim is to help the students see the importance of a meaningful career choice.

The activities are drawn so that the student will get some personal gain by them. At the bottom of each activity sheet is a short-goal objective and a check by the ones the activity fulfills. Some of the activities use prepared material handed to the students with a copy of such material on the page or pages following the activity.

A list of the goals to be used to implement career education in the classroom is presented below.

At the end of the course each student will:

1. Be able to list and understand personal factors that pertain to the satisfaction received or achievements that will be accomplished in a given occupation. These factors will be listed by personal preference. Examples of these are their mental aptitudes, physical abilities, special skills, attitudes, values, morals, interests, and motivation.
2. Recognize that job satisfaction is a personal thing and may not have anything to do with the advanced education needed or the amount of money earned.

3. Realize that he or she will probably hold several jobs during a lifetime, and that the student should be able to accept the responsibility of making the decision to change jobs if the opportunity presents itself.

4. Explore in detail a minimum of three career fields.

5. Be able to find available sources of occupational information and how to find other data. The student will then use these data in exploring areas of interest.

6. Show that many careers are related to each other and may be grouped together. Each student will then list skills and educational backgrounds that are needed for a majority of the careers.

7. See how other teachers in the school can be used to help with individual career goals, both now and in the future.

SUBJECT: Career Education GRADE LEVEL: 8 TIME REQUIRED: 5 periods

TOPIC: Career Analysis Worksheets CAREER COMPONENTS: Self, Work, Resources

ACTIVITIES: Students will pick a minimum of three careers in the different Kuder Interest Categories from the SRA Famous Chart and fill in the worksheets. Information to use may be attained from the occupational briefs available from the library.

MATERIAL RESOURCES:

Occupational Exploration Kit (OEK)
 Career Information Kit (CIK)
 Dictionary of Occupational Titles (DOT)
 Widening Occupational Roles Kit (WORK)
 Occupational Outlook Handbook
 Finney Occupational Guidance Kit
 SRA Famous Chart

HUMAN RESOURCES:

Teacher - explain all available material, and how to use it.

Librarian - help students find available materials.

OUTCOMES: Each student will find information on the careers of interest in three totally separate fields, and use this information to develop an outline of all the major parts of the career.

Each student will match his or her wants and desires with those that can be attained by the given careers.

CLASS OBJECTIVES: The students will:

1. Involve other members of the faculty in career education.
2. Explore different careers.
3. Find and use different sources of career information material.
4. See that career fields are often related to each other.
5. Realize that they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 2 periods

TOPIC: Family Budget **CAREER COMPONENTS:** Self, Work, Leisure

ACTIVITIES: Students will receive a fictitious pay check and draw to determine the size of family, location of home, age role, and a pretended income. A prepared sheet will be given each student which will show items of expense and the amount which must be paid and a date for payment. A workable budget must be developed from this information.

MATERIAL RESOURCES:

Income sheets; expense sheets; family status sheets.

HUMAN RESOURCES:

Math teacher: To help each student in projecting monetary expenses and in calculating amounts.

OUTCOMES: Students will see that money will play a big part in the lifestyle of a person. This will aid in the understanding of complexities and hazards of attempting to do everything at once. Also, the student must think about picking a career that will meet anticipated monetary needs.

CLASS OBJECTIVES: The Students Will:

1. Involve other members of the faculty in career education.
2. See that personal factors often lead to being successful.
3. Realize that job satisfaction doesn't always depend on money or education.
4. Realize that they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 2 periods

TOPIC: Family Tree **CAREER COMPONENTS:** Self, Work, Leisure

ACTIVITIES: Students will draw family trees back as far as possible and attempt to find what the occupation of each ancestor was.

MATERIAL RESOURCES:

Sample family backgrounds, and a sample family tree.

HUMAN RESOURCES:

History teacher: To explain what was happening at the time of each generation and why there were varying differences in careers of the ancestors.

OUTCOMES: Each student will find something about his or her family as well as find that our world is changing very rapidly compared to that of our ancestors.

Students will realize that careers are changing at a very rapid pace and that careers could be forced to change just as rapidly.

Students will be helped to choose a career which will enhance their futures.

CLASS OBJECTIVES: The students will:

1. Involve other members of the faculty in career education.
2. See that personal factors often lead to being successful.
3. Explore different careers.
4. Realize they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 7-9 periods

TOPIC: Time Analysis Worksheets **CAREER COMPONENTS:** Self, Work, Leisure, Resources

ACTIVITIES: Students will complete the worksheets for six consecutive days, including one Saturday or Sunday but not both. The percentage of time spent on various activities during the week will be figured.

MATERIAL RESOURCES:

Time analysis worksheets; time summary form.

OUTCOMES: Students will see that each needs to budget time better in order to complete an activity.

It will be found that much time will be spent making changes to create a more desirable livelihood.

CLASS OBJECTIVES: The students will:

1. See that personal factors often lead to being successful.
2. See that career fields are often related to each other.
3. Realize that job satisfaction doesn't always depend on money or education.
4. Realize they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 4 periods

TOPIC: Write for Information on Careers **CAREER COMPONENTS:** Self, Work, Resources

ACTIVITIES: Each student will write a minimum of three business letters to people or businessmen of interesting industries.

Students will ask for information on the selected career and use the material received for completing Career Analysis Worksheets.

MATERIAL RESOURCES:

Stamped envelopes

HUMAN RESOURCES:

Business teacher: To show students the proper technique for writing a business letter.

English teacher: To assist students in wording, correct spelling and grammar.

OUTCOMES: Each student should be able to write a business letter and see the importance of writing and spelling correctly.

Each student receives information that will help him fill out his worksheets later in the year.

CLASS OBJECTIVES: The students will:

1. Involve other members of the faculty in career education.
2. Explore different careers.
3. Find and use different sources of career information material.
4. See that career fields are often related to each other.
5. Realize that job satisfaction doesn't always depend on money or education.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 2-3 periods

TOPIC: Write Goals **CAREER COMPONENTS:** Self, Work, Leisure, Resources

ACTIVITIES: Students will write five major goals, one in each of the following areas: commitment, lifestyle, habits, leadership, and education. Each goal will be broken down into these parts: Barriers, Solutions, Rewards, Sub-goals, and a Target date of achievement.

MATERIAL RESOURCES: Standard Goal Form

HUMAN RESOURCES:

Teacher: To help with the direction in choosing goals and to help with implementation.

OUTCOMES: Each student will attempt to attain each goal by the target date set.

The student will see the importance of commitment in developing a lifestyle.

CLASS OBJECTIVES:

1. See that personal factors often lead to being successful.
2. Find and use different sources of career information material.
3. Realize that job satisfaction doesn't always depend on money or education.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 5-10 periods

TOPIC: Speakers on Career Fields **CAREER COMPONENTS:** Self, Work, Resources

ACTIVITIES: Students listen to speakers from as many as ten totally different fields and compare likenesses of the major careers.

HUMAN RESOURCES:

Use speakers from as many of the ten Kuder Interest Categories as possible for resource persons.

OUTCOMES: Students will see that most successful people have similar traits and that even though the careers are totally different, certain similarities exist.

Students will also have a chance to discover through questions of the speakers exactly what does go on in the particular careers.

CLASS OBJECTIVES: The students will:

1. Involve other members of the faculty in career education.
2. See that personal factors often lead to being successful.
3. Explore different careers.
4. Find and use different sources of career information material.
5. See that career fields are often related to each other.
6. Realize that job satisfaction doesn't always depend on money or education.
7. Realize that they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 4 periods

TOPIC: Salesmanship **CAREER COMPONENTS:** Self, Work

ACTIVITIES: Students are given an amount of play money which may be spent on items sold by other class members. Each class member picks from a large list of items to sell and attempts to sell items to the other class members.

MATERIAL RESOURCES:

Sample items for sale; list of items to be sold; large amount of play money.

HUMAN RESOURCES:

Local salesman to explain how he obtains knowledge concerning a product and becomes well acquainted with the product before attempting to sell it. He may also give hints as to how to help persuade the consumer to buy a product over than of an opponent.

OUTCOMES: Each student will have the opportunity to learn some type of persuasive talking as well as the methods used to sell items.

Each student also learns to judge others' products and to spend money wisely.

Each student will write why items are purchased.

CLASS OBJECTIVES: The student will:

1. See that personal factors often lead to being successful.
2. Realize that job satisfaction doesn't always depend on money or education.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 3 periods

TOPIC: Write a Biography of Yourself 10 Years from Now

CAREER COMPONENTS: Self, Work

ACTIVITIES: Each student will project into the future ten years from now and write a short autobiography.

HUMAN RESOURCES:

Teacher to explain what is needed and lead discussion on how the world of work is changing and differences that may exist in ten years.

English teacher to help with proper writing methods.

OUTCOMES: Students will accept some responsibility and realize that today's activities play a big part in their future.

Students will realize that the job market is changing very rapidly and that they must gear their education and goals to what will be there when they get there.

CLASS OBJECTIVES: The students will:

1. Involve other members of the faculty in career education.
2. See that personal factors often lead to being successful.
3. Realize that they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 3 periods

TOPIC: Write Resume' **CAREER COMPONENTS:** Self, Work, Leisure, Resources

ACTIVITIES: Have local employer talk about what he looks for when reading resumes from people applying for a position.

Explain how to write a resume' through the use of examples. Explain how important each part is to the resume'.

Show the class what qualities they should develop in themselves in order to fit various jobs.

Students will write resumes of themselves as if they were applying for jobs.

MATERIAL RESOURCES:

Sample resumes from people preparing for differing fields, i.e., medicine, labor, teaching, etc.

HUMAN RESOURCES:

Local employer to give a talk on what he looks for in a resume'.

OUTCOMES: Each student learns how to write a resume' and the importance of one.

Students will also look at fellow students' resumes without names and choose which one they would hire on the basis of the qualities listed.

CLASS OBJECTIVES: The students will:

1. See that personal factors often lead to being successful.
2. Find and use different sources of career information material.
3. Realize that job satisfaction doesn't always depend on money or education.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** One week

TOPIC: Interview for a Job **CAREER COMPONENTS:** Self, Work, Resources

ACTIVITIES: Each student will be assigned to talk over with a local employer what is looked for in a personal interview with a prospective employee.

All the students will tape or record the discussion, and the class will put together a short paper telling how to prepare for an interview.

MATERIAL RESOURCES:

Two short filmstrips showing young people interviewing for jobs. Both the wrong ways and right ways are discussed.

Tape recorders for the interviews.

A short explanation of the dos and don'ts of interviewing.

HUMAN RESOURCES:

Local employers, teachers, and administrative personnel to act as the employers.

OUTCOMES: The class will have a written synopsis of what most interviewees need and what most employers ask.

The students have had personal contact experience in actually talking with an employer.

CLASS OBJECTIVES: The students will:

1. See that career fields are often related to each other.
2. Involve other members of the faculty in career education.
3. Explore different careers.
4. Realize that job satisfaction doesn't always depend on money or education.
5. Realize that they may have to change their career or job at some point in life.

SUBJECT: Career Education **GRADE LEVEL:** 8 **TIME REQUIRED:** 2-3 periods

TOPIC: Filling out Applications **CAREER COMPONENTS:** Self, Work, Resources

ACTIVITIES: The students will fill out applications for various types of jobs. These jobs vary from an airline executive to a fry cook at McDonald's.

Each student must fill out a minimum of three applications.

Each student will be assigned the job of looking over all the applications, deciding which people they would hire for the given job, and explaining why.

MATERIAL RESOURCES:

Various types of applications from local, state, and national employers and employment agencies.

Applications from various types of careers such as labor, clerical, executive, and others. Also if there are any local businesses that hire teenagers these are helpful in providing their forms.

Other things to fill out are Social Security applications (for students who don't have cards) and simple exemption cards that are required.

HUMAN RESOURCES:

Possibly a local employer to explain a typical application and why applications are important.

OUTCOMES: Students will learn the importance of good penmanship, vocabulary, neatness, and promptness.

Students will see what is wanted as well as what is needed on the various applications.

Students will see the importance of knowing something about the job before applying.

CLASS OBJECTIVES: The students will:

1. Explore different careers.
2. See that career fields are often related to each other.
3. Realize that they may have to change their career or job at some point in life.

A NINTH-GRADE MINI-COURSE
IN SOCIOLOGY

Mary E. Cash
USD #250, Pittsburg

Social Science
Chanute Workshop

SOCIOLOGY GOALS

The basic goals of this course are as follows:

1. To help students gain an understanding of the culture and society in which Americans live;
2. To help students gain an understanding of the function and organization of society;
3. To help students gain an understanding of the interrelatedness of the individual and the basic groups of society;
4. To help students gain a positive self-image in relationships with others within the culture and society;
5. To help students achieve the four previous goals through implementation into this course of the four career education concepts: self, work, leisure and resources.

SPECIFIC AREAS OF PROGRAM
(SOCIOLOGY)

I. Culture

- A. Nature of Culture
- B. Cultural Values, Norms, Sanctions and Deviations
- C. Personality and the Socialization Process

II. Social Organization

- A. Social Groups
- B. Social Stratification
- C. Minorities in Social Structure
- D. Human Ecology and Population

III. Social Institutions

- A. Education and Religion
- B. The Economy and Government
- C. The Family

The student text for this course is W. La Verne Thomas and Robert J. Anderson, Sociology: The Study of Human Relationships, New York: Harcourt Brace Jovanovich, Inc., 1972. It will be referred to hereafter as Text.

SCOPE AND SEQUENCE CHART
SOCIOLOGY

Goals	I. Culture A. B. C.	II. Social Organization A. B. C. D.	III. Social Institutions A. B. C.
1.	-----	-----	-----X
2.		-----	-----X
3.			-----X
4.	-----	-----	-----X
5.	-----	-----	-----X

Detail of Scope and Sequence Chart - Sociology

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
I. Culture			
A. Nature of Culture-the way of life-the shared, learned behavior of a people.	1. Students construct posters of collage type illustrating cultural universals.	Chapt. 3 - Text	Self Work Resources Leisure
	2. Students investigate foods eaten around the world. Emphasis is on the ethnic food variety available through Pittsburg residents because of the cultural diversity of the community.	Resource people available through the Community Ethnic Food Fair activity.	Self Work Resources Leisure
	3. Ask a foreign student (high school or college) to share the cultural adjustments (cultural shock if you will) he has made in the Mid-West, USA.	Foreign students attending PSU or PHU	Work Resources Leisure
B. Cultural Values, Norms, Sanctions and Deviation - people and the group rules by which they live.	1. Have students use comic strips from the newspapers to construct a display of the various roles portrayed by people in American society.	Chapters 4 & 5 -Text 1. Newspapers from class and home	Self Resources Work Leisure
	2. Have students carry a small index card in pocket or purse and record all of the sanctions used on time over a specific period of time. Tabulate results as to frequency and effectiveness of sanctions.	3 x 5 cards	Self

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Specific Areas of Program	Career Education Activities	Bibliography	Criteria
	3. Have each student interview a local businessman concerning how the label "ex-convict" affects his hiring policies.	Teacher-made questionnaire and class tally sheet for survey.	Work Resources
C. Personality and the Socialization Process - the basic molding of the person that determines his uniqueness and how that unique individual learns to adapt to society.	1. Have a biologist speak to the class about "Heredity and Personality." 2. Have students make a list of their interests, beliefs and habits and analyze the acquisition and development of each of these. 3. Have students conduct research on several famous people who were handicapped. The goal of discovery is how their personalities are affected by handicaps.	Text Chapt. 6 & 25 1. Biologist from PSU 2. Teacher-made "starting point and guidance chart" to help them get started 3. Teacher <u>may</u> prepare list of suggested names for examples.	Self Resources Self Resources Work
II. Social Organization			
A. Social Groups - two or more individuals who interact with one another and are together physically.	1. Have students watch a current TV series and then make a sociogram of the characters in the story. 2. Have students make a continuum of their own primary and secondary relationships.	Text Chapt. 7 & 12 1. Barney Miller Mary Tyler Moore Happy Days	Self Work Resources Leisure

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
	3. Make a survey of the class to find out if they have done something in a group situation that they would never consider doing along. Have each student answer this question on a slip of paper. "Have you done something as a member of a group that you would not consider doing alone?" Ans. No; Yes-Seldom; Yes-Many times. Discuss possible loss of self thereby.	Prepare slips and tabulate	Self
B. Social Stratification- the layering of social categories into high and lower positions of prestige and respect.	1. Conduct a survey among young men about 30 years of age. Find out the occupation of each and the occupation of his father. Analyze the findings to determine: (a) How much intergenerational mobility has taken place? (b) From which classes has the most and widest mobility taken place? 2. Have students make a study of television or magazine advertisements to determine what, according to advertisements, gives status in our society.	Chapt. 8 Text 1. Set criteria for survey. 2. Set limits for study.	Work Leisure Resources Work Leisure Resources

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
	3. Carry out a subjective study of social stratification using the class as subjects. By using Warner's six levels (in text) have each student: (a) Write on paper the class to which he feels he belongs. Tabulate the results. (b) Have each class member indicate by number only the social class of the members of the class. Tabulate and compare.	Teacher-made survey sheets for anonymity.	Self
C. Minorities in the Social Structure- a sub-class looked upon as inherently different from the dominant members of society..	1. Arrange a visit to class by a member of Pittsburg Human Relations Committee. 2. Excerpt passages and other information for students from <u>The Nature of Prejudice</u> and have students use this as a basis for classroom discussion and analysis. 3. Have each student do a short research project and write a short report on one of the protest organizations of the USA.	Chapt. 9 Text 1. Contact Chm. Pittsburg Human Relations Committee for speaker 2. Gordon W. Allport, <u>The Nature of Prejudice</u> Garden City, N. Y.: Doubleday, 1958 3. Make available literature and materials by and about modern protest movements in the USA.	Resources Work Resource Self Work Resource Work

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
D. Human Ecology and Population - the study of where and in what manner and what density people live.	1. Interview three individuals of the students' choice who have lived in another area before coming to Pittsburgh. Have students write a report about what life is like in each place compared to Pittsburgh. 2. Have a real estate agent speak to the class about how the value of a home is affected by its location, type, age, etc. 3. Have the students use the <u>Statistical Abstract of the United States</u>. Look up the population density of states and cities. Have the students then prepare a graph of changes over the last three decades.	Chapts. 10 & 11 Text 1. Teacher may prepare guidelines of possible questions for student interviews. 2. Contact real estate agent. <u>Statistical Abstract of the United States</u>	Work Leisure Resource Self Work Resource Resource
III. Social Institutions			
A. Education and Religion two enduring cultural structures through which certain fundamental needs of society are met.	1. Using the seven aspects of socialization provided by American Education as defined in the text, have the students write a paper on their own education up to this point in meeting the seven. Have students make special note of which functions are most important and which have been most adequately met by his education.	Text - Chapters 14, 16, 17, 26. 1. Teacher will make a definite explanation of how to do this assignment.	Self Work Leisure Resource

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
	2. Have students select a vocation and work out an educational program that will provide them with the necessary training to be successful.	2. The Career Education Library at PHS.	Work Resources Self Leisure
	3. Study the church page for two consecutive Saturdays as found in the <u>Morning Sun</u> . From the sermon topics and activities and programs listed, make an evaluation of the relationship to current topics and problems in the community.	3. The <u>Morning Sun</u>	Resource Leisure Self
B. The Economy and Government - the pattern through which orderly distribution of goods and services is achieved.	1. Make a visit to a local factory. Observe the following: (a) natural resources used (b) capital invested (c) division of labor. Write a report dealing with these factors and explaining the value of the final product.	Chapt. 18 Text 1. McNally's Pit Plastics Dickey Clay	Work Resources
	2. Make a telephone survey of a given number of people. Question: "What law or laws are unfair and should be changed?" Have class pool responses and make summary. Determine whether most laws mentioned are prohibitive or regulatory.	2. Teacher-suggested form of questioning.	Self Resource

Specific Areas of Program	Career Education Activities	Bibliography	Criteria
	3. Have students gather information to be used in the preparation of a classroom bulletin board on public parks and recreation facilities provided by all levels of government in the area.	3. City, state and county government.	Leisure Resources
C. The Family - the closest and most basic of all human group relationships.	1. Have students follow two or three TV families and make comments and comparisons of the patterns, processes and relationships presented. Compare for realism and the students' ideas and ideals of family life.	1. Chapt. 15 & 28 All in the Family Eight Is Enough The Waltons What's Happening	Self Leisure Work Resources
	2. Make an anonymous survey of the students in the class to determine what specific responsibilities they have in the home--tasks they are to do. Tabulate and discuss findings in terms of functions for family today.	2. Teacher guidance to define responsibilities.	Self Work Leisure
	3. Prepare for students the materials in "Relationships from Your Roots" from the book <u>Self Revelation Through Relationships</u> . Use the materials about the family of Joan Baez in which she outlines her family tree and writes biographical portraits of her parents and grandparents, and lists the other organizational and personality results as determined by her roots. Students can use the same methods to search their own roots.	3. Ronald B. Levy, <u>Self Revelation Through Relationships</u> . Englewood Cliffs, N.J.: Prentice Hall, 1972. Chapt. 4.	Self Leisure Work Resources

JUNIOR HIGH SOCIAL STUDIES

Janice D. Hare
USD #352, Goodland

Social Science
Colby Workshop

RELATED SUBJECT AREA: Social Studies (Human Behavior)

GRADE LEVEL: Junior High

TOPIC: Self Awareness

CAREER COMPONENT: Self

PROCESS PHASE: Awareness

OBJECTIVES:

1. To provide the student with an opportunity to recognize and appreciate the uniqueness of each individual.
2. To create an awareness of the individual's special abilities and preferences.
3. To become aware of personal values.

LEARNING ACTIVITIES:

1. Use Self Awareness sheet. Discuss the individual's values which are expressed. Have the students compare their values to those of their classmates.
2. Use the All About Me - Things I Do sheet. Have the students list the job skills and the leisure activities that were expressed in the activity.

EVALUATION:

1. The student will become conscious of his or her own uniqueness as an individual.
2. The student will recognize his or her own abilities.
3. The student will compare and contrast his or her preferences and abilities to those of his or her classmates to recognize that he or she is both like and different from them.
4. The student will recognize specific job skills which he or she possesses.

SELF AWARENESS

1. When entering a new group, I _____.
2. When people first meet me, they _____.
3. I expect a leader to _____.
4. I feel most loved when _____.
5. I am hurt most easily when _____.
6. I trust people who _____.
7. The most important things in my life are _____.
8. If I could be anything, I would be _____.
9. Some reasons I have become like this are _____.
10. I am _____.

ALL ABOUT ME - THINGS I DO

1. Things I do best are _____.
2. Things I like to do are _____.
3. Things I cannot do well are _____.
4. Things I do not like to do are _____.

5. Things I wish I could do are _____.
6. Things I like to do with my friends are _____.
7. Things I like to do alone are _____.
8. When I grow up I want to _____.
9. Things I collect are _____.
10. If I could change anything in the world, I would change _____.
11. My favorite books are about _____.
12. My favorite songs are _____.

RELATED SUBJECT AREA: Social Studies (Government)

GRADE LEVEL: Junior High

TOPIC: County and District Court Officials

CAREER COMPONENT: Work

PROCESS PHASE: Awareness

OBJECTIVES:

1. To identify occupations within the community.
2. To observe public officials at work and to become aware of the relationship between these officials and oneself.

LEARNING ACTIVITIES:

1. Visit the Sherman County Courthouse on Law Day.
2. Observe opening of District Court.
3. Tour courthouse and observe officials at work. Each will explain his or her duties.
4. Tour city jail and observe teletype operator, jailer, municipal judge and other employees.

HUMAN RESOURCES:

- | | |
|--------------------------------|------------------------------|
| 1. Sheriff | 9. Bailiff |
| 2. County Judge | 10. Stenographer |
| 3. County Treasurer | 11. Attorney |
| 4. County Clerk | 12. Municipal Judge |
| 5. County Commissioner | 13. Police Teletype Operator |
| 6. Dispatcher | 14. Jailer |
| 7. District Judge | |
| 8. Clerk of the District Court | |

EVALUATION:

1. Students will become acquainted with the many jobs connected with local government and observe people at these jobs.
2. Students will become familiar with the courthouse and its function in the community.
3. Students will learn the relationship between themselves and the local government and how it affects their lives.

RELATED SUBJECT AREA: Social Studies (American Heritage)

GRADE LEVEL: Junior High

TOPIC: Civil War

CAREER COMPONENT: Resources

PROCESS PHASE: Awareness

OBJECTIVES:

1. To provide an activity to give practice in research and writing skills.
2. To learn about the Civil War and Reconstruction and to become aware of the human conflict.
3. To learn about different occupations which existed during the mid 1880's and to compare those occupations to those of today.
4. To provide an activity which encourages students to share interesting material with the class.

LEARNING ACTIVITIES:

1. Prepare written reports on assigned topics concerning the Civil War.
2. Give demonstration talks about objects, pictures, family heirlooms, or anything of this nature that relates to the Civil War.
3. Research different occupations of that time period, such as medicine, manufacturing of weapons, or agriculture.
4. Work three crossword puzzles on the Civil War and Reconstruction.
5. View filmstrips on the Civil War.

MATERIAL RESOURCES:

1. Teacher's collection of books, magazines, pictures, and other materials of the Civil War.
2. Special display of books arranged by the school librarian.
3. Filmstrips of the Civil War: "A Nation Divided, Secession, War, and Reconstruction" and "The Civil War."
4. Crossword puzzles on the Civil War.

HUMAN RESOURCES:

1. Teacher
2. School librarian
3. City librarian
4. Individuals who can relate family history and other historical incidents to the students.

EVALUATION:

1. Students will gain research skills and writing skills by doing reports.
2. Students will gain insight into the way of life during the 1800's.
3. Students will gain some understanding of the human conflict.

4. Students can compare occupations then with those of now.
5. Students should learn to ask for help from other people who may be able to give assistance.

REPORT TOPICS:

- | | |
|---|-------------------------------------|
| 1. Abraham Lincoln | 15. "King Cotton" |
| 2. Robert E. Lee | 16. The Industrialized North |
| 3. Ulysses S. Grant | 17. The Issue of Slavery |
| 4. Jefferson Davis | 18. Arlington National Cemetery |
| 5. William T. Sherman | 19. Medical Practices and Hospitals |
| 6. Thomas "Stonewall" Jackson | 20. Gettysburg |
| 7. J.E.B. Stuart | 21. Antietam |
| 8. Phillip Sheridan | 22. The War in the West |
| 9. Abolitionists | 23. The War in the East |
| 10. Northern Command
(Army of the Potomac) | 24. Secession |
| 11. Southern Command
(Army of Northern Virginia) | 25. Economic Issues |
| 12. Arms and Ammunition | 26. Carpetbaggers and Scalawags |
| 13. The Union Blockade | 27. Surrender at Appomatox |
| 14. Ironclads | 28. Civil War Prison Camps |

OCCUPATIONS:

- | | |
|-------------|---------------------|
| 1. Doctor | 5. Sailor |
| 2. Gunsmith | 6. Congressman |
| 3. Engineer | 7. Factory Worker |
| 4. Soldier | 8. Plantation Owner |

- | | |
|---------------------|----------------|
| 9. Ship Captain | 14. Dispatcher |
| 10. Farmer | 15. President |
| 11. Tailor | 16. Clerk |
| 12. Railroad Worker | 17. Minister |
| 13. Carpenter | 18. Banker |

RELATED SUBJECT AREA: Social Studies (American Heritage)

GRADE LEVEL: Junior High

TOPIC: Civil War

CAREER COMPONENT: Leisure

PROCESS PHASE: Awareness

OBJECTIVES:

1. To provide an activity which connects reading skills and historical concepts with leisure activities.
2. To illustrate the similarities and differences between work and leisure.

LEARNING ACTIVITIES:

1. Read a historical novel on the Civil War period.
2. Relate an interesting story from the book to the class.

RESOURCES: (Book List): All titles suggested by students will be considered

1. Gone With the Wind by Mitchell
2. Across Five Aprils by Hunt
3. April Morning by Fast
4. Andersonville by Catton
5. Johnny Reb by Allen

6. Gray Riders by Wellman

7. Rebel Spurs by Norton

EVALUATION:

1. The student will realize that history can be read for entertainment.
2. The student will realize that knowledge of the historical background adds to the understanding and enjoyment of a book.

ACTIVITIES IN CAREER EDUCATION

Patricia Hanson
USD #333, Concordia

Social Science
Concordia Workshop

CAREER EDUCATION

In recent years as career education, by one name or another, has achieved status in our schools, teachers have become more aware of their obligation to help students make plans and preparation for their future. No one denies the importance of the future emphasis. In Learning for Tomorrow, edited by Alvin Toffler, Benjamin Singer pointed out the present advantage of a student who is future-oriented. Children who are oriented toward the future fare far better in both the cognitive and affective domains in the present. They see some purpose in learning and in the self-discipline that is essential both for themselves and their peers to profit from the day-by-day situation.

Given that time perspective ultimately affects conduct and the development of our present capabilities, there is a self-fulfilling prophecy in operation. Thus, future-role image, particularly occupational ones, feed back on the present and help to socialize the individual to his or her future role (Learning for Tomorrow, p. 31).

If happiness and self-respect come from a sense of contributing and of being needed, people constantly contradict that philosophy by telling young people they are not needed--that at some distant point in the future they may take over society and run it, but in the meantime they are kept in artificial environments of school and university until the age of eighteen, or twenty-two, or even thirty. Young people, of all humans, have a very inadequate sense of time. It is extremely difficult for them to grasp, no matter how many times they hear it, that school is indeed preparing them for the future and that, in a very real sense, their present job is school. Toffler puts it this way:

By maintaining the false distinction between work and learning, between school and community, we not only divorce theory from practice and deprive ourselves of enormous energy that might be channeled into socially useful action, we also infantilize the young and rob them of the motivation to learn (Learning for Tomorrow, p. 16).

Students remain in school for so long, in some cases, in our society that some of them are inclined to think they will be in school indefinitely. Time has a different kind of relevancy to a child than to an adult. It becomes increasingly essential, then, that the school not only admit that school is preparation (not life itself) but that the school make conscious effort to keep students aware that teachers are looking to their futures (and perhaps force them to do so) as well as to their grade in today's class session.

There are many ways in which career education can become an important thrust of the present academic environment without taking away from academic importance or achievement. In an earlier period of our history, suspicion of Communism made it easy to find Communistic leanings in various aspects of life.

Just as a desire or sense of responsibility of teaching the advantages of a democratic form of government or of a capitalistic form of economy can become an integral part of studying about many topics (which could also be studied without that emphasis) so it is that if career education becomes something that teachers have on their minds, something that they look for an opportunity to introduce as a sidelight to other topics, it becomes fairly easy to do that without its seeming contrived. On the other hand, there are many times when it is perfectly reasonable and desirable to make a definite attempt to guide students' thinking along career orientation lines and to make a tangible, overt effort to arouse their interest and their thinking. Students often feel that direct career education is one positive thing that schools and teachers do that indicates there is a link outside the walls of the classroom.

For a number of years our school has participated in a two-way thrust toward focusing on career education. Last spring teachers spent half of a school day with a particular business man or woman. Students were dismissed from school; and it is hoped that in addition to a half-day vacation, they were aware of this Business-Education Day and that individual teachers found ways to share information and insights gained with their students. On alternate years, as this spring, a Career Education Day is set up for the students of the Junior-Senior High School. Students indicate occupations of interest, and representatives of those highest-choice vocations are at the school for a half day. Schedules are set up whereby each student may hear a presentation by and ask questions of three different persons who are presently successful in careers of interest to

the student. From a broader viewpoint, the interaction between school personnel, students, and people within the community is a significant "plus."

The activities described on the following pages indicate that a two-way thrust is possible in the classroom, also. The writer can conceive of no class that could not at certain times be reasonably and easily given a career-education focus. Those types of activities are indicated. On the other hand, in certain classes - notably a class the writer teaches in Decision-Making--spending two weeks on career education is a valid and important part of the class study.

Through the years educational innovations have come and gone. Sometimes it is only the terminology that comes and goes. The writer believes that career education has been with us, in one form or another and perhaps known by other names, and that it is definitely here to stay!

SUBJECT: Decision-Making

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Juvenile Detention and
Probation

TIME REQUIRED: 1 period

 x Work

 Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
The speaker should: 1. Explain his or her special training and responsibilities. 2. Describe typical job situations encountered. 3. Narrate satisfactions and frustrations of chosen career. 4. Conduct a question and answer session.	None	Local juvenile detention person	The students will: 1. be able to identify training requirements and abilities needed in this field. 2. recognize stereotypes of opposition to the law, sympathy for juvenile, may be replaced. 3. be able to identify job opportunities in legal area that are less familiar than lawyer, judge, etc.

CAREER OBJECTIVES--The school staff will:

- _____ 1. Develop methods and materials to help pupils understand and appreciate that a career includes one's total life experiences of self, work, and leisure.
- x 2. Develop and use methods and materials to help pupils understand and appreciate career implications of the subject material being taught.
- x 3. Inform and involve the community concerning career activities.
- x 4. Identify and use career resources of the community.
- x 5. Assist students in assessing their career interests, abilities, values, and needs.

SUBJECT: Decision-Making

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☐ Resources

TOPIC: Self-analysis for Career Choices
TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
The student will fill out a worksheet in which he or she lists: - Academic strengths - Academic weaknesses - Personal strengths - Personal weaknesses - Hobbies and favorite pastimes - Favorite subject - Unique qualities - People most admired. Using the above paper, the student will analyze whether he prefers working with people, with data, with objects, or with animals.	Guidance Associates film-strip and cassette: <u>High School as Tryout</u>, Introduction.	None	The students will: 1. Determine by self-study certain characteristics and talents. 2. Look for patterns or similarities that are significant. 3. Determine which of the above may have a positive or negative effect on career plans or interests.

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SUBJECT: Decision-Making

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☐ Resources

TOPIC: Use of Time

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
The student will answer on paper the following questions: 1. Do you prefer a structured class with work planned by the teacher or a less-structured class where you work on your own? 2. When you have lots of time to do an assignment, do you wait until the last minute or begin early? 3. Would you rather work specific hours on a regular basis or work when necessary, even longer hours? 4. In view of the way you manage time, what kinds of jobs might you consider?	<u>Career Direction:</u> <u>High School as Tryout</u> , film-strip and cassette on Time. Guidance Associates.	None	The students will: 1. Ascertain whether they are self-starters or need pushing. 2. Determine whether they can work with freedom or feel confused and frustrated. 3. Assess whether working conditions or people are the most important to them.

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SUBJECT: Kansas History

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: x Self

TOPIC: Frontier Farming in
Kansas

TIME REQUIRED: 1 period

 x Work

 x Leisure

 x Resources

Activities	Material Resources	Human Resources	Outcomes
The speaker will exhibit models of covered wagon and horse-drawn farm equipment, telling of the use of the equipment and of how his hobby developed.	Wooden models made and furnished by the speaker.	Retired farmer who has a woodworking hobby.	The students will: 1. Be able to identify those factors which influence and motivate leisure time activities. 2. Be able to describe how a career can carry over to retirement interests. 3. Be able to determine how a hobby can enhance self-satisfaction. 4. Be able to see how a hobby can provide added income.

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SUBJECT: World History

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self

TOPIC: Life and Culture in Korea **TIME REQUIRED:** 1 period

☒ Work

☒ Leisure

☒ Resources

Activities	Material Resources	Human Resources	Outcomes
The speaker will: 1. Show contrasting cultures side by side: bullock-drawn carts and jet planes. 2. Present primitive farming methods. 3. Illustrate crowded living and working conditions. 4. Indicate poverty of general population. 5. Conduct a question and answer session.	Slides provided by speaker Cookies made by speaker from Korean recipe Oriental hot tea	High school student who was born in Korea, was adopted by a local family, and visited Korea last year.	The students will: 1. be able to compare and contrast the middle class in Korea and the U. S. 2. be able to relate how limited education limits job opportunities. 3. be able to describe how knowledge of history enhances travel and vice versa.

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SUBJECT: Kansas History

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☐ Resources

TOPIC: Family History

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
Home viewing of <u>Roots</u> OR Article from <u>Junior Scholastic</u> giving an account of Alex Haley's work.	Charts showing various ways family trees can be constructed.	Layperson who has done work in genealogy.	The students will: 1. be able to list sources of information for re-searching family history. 2. be able to identify how leisure-time activity has links with history. 3. be able to identify how a successful American used history as a stepping-stone to a profitable career.

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SUBJECT: World History

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☐ Leisure
☒ Resources

TOPIC: Innovation

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
The student will write a job description "Then and Now," giving differences between pre-1900 and now in: 1. Title of job 2. Training 3. Pay 4. Education 5. Requirements 6. Opportunities for advancement.	Phillips Petroleum free-loan film, <u>American Enterprise: Innovation</u>	None	The students will: 1. Realize that for any period in history or for any accomplishment, every occupation of today had its parallel in ancient achievements. 2. Be able to list jobs involved in construction of Stonehenge or Egyptian Pyramids and give modern counterparts.

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SUBJECT: Sociology

GRADE LEVEL: 10-11-12

CAREER COMPONENTS: ☒ Self
☒ Work
☒ Leisure
☒ Resources

TOPIC: Working with People

TIME REQUIRED: 1 period

Activities	Material Resources	Human Resources	Outcomes
After watching a film on the career activities of a social worker, nurse, flight attendant, and play director, the student will contrast the advantages and disadvantage of these careers in terms of living conditions, physical and emotional stress, the people dealt with, and the time each career demands.	Guidance Associates film-strip and cassette: <u>Working with People</u> .	None	The students will: 1. be able to contrast needs or problems of "clients" in each of these careers. 2. be able to identify the differing types of satisfactions for a selected cluster of occupations. 3. be able to recognize job and color stereotypes that exist in regard to participation in certain careers. 4. be able to identify factors which influence job advancement.

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